

Bulletin of
Mississippi Southern College



The Graduate School of
Education



Announcements for 1953-1954



Published by
MISSISSIPPI SOUTHERN COLLEGE
HATTIESBURG, MISSISSIPPI

BULLETIN OF MISSISSIPPI SOUTHERN COLLEGE

The GRADUATE SCHOOL OF EDUCATION

JULY, 1953

Published by
MISSISSIPPI SOUTHERN COLLEGE
HATTIESBURG, MISSISSIPPI

Published by the Mississippi Southern College, Hattiesburg, Mississippi,
Entered as second-class matter February 19, 1917, at
the Post Office at Hattiesburg, Mississippi, under
Act of August 24, 1912.

(Owned and published by Mississippi Southern College,
Station A, Hattiesburg, Mississippi)

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1953

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SPRING QUARTER, 1953-54

Saturday, March 13—8:00 A.M. to
12 Noon and Monday, March
15—Graduate Registration.

Friday, March 26 — High School
Career Day.

Saturday, April 24—Registration
for second term of spring
quarter.

Tuesday, May 25 — 10:00 A.M. —
Honors Day.

Sunday, May 30 — 11:00 A.M. —
Baccalaureate Sermon.

Sunday, May 30 — 5:00 P.M. —
Graduation exercises.

Wednesday, Thursday, and Friday,
June 2, 3, and 4 — Spring
quarter examinations and
records.

SUMMER QUARTER, 1953-54

Monday and Tuesday, June 7 and 8
—Graduate Registration for
summer quarter to be held
same time and place as Under-
graduate Registraton.

Wednesday, June—Graduate classes
begin.

Monday, July 19—Registration for
second term of summer
quarter.

Wednesday, August 18—8:00 P.M.
—Graduate exercises.

Thursday and Friday, August 19
and 20—Summer quarter ex-
aminations and records.

1954

| JANUARY | | | | | | | JULY | | | | | | |
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FACULTY

- Robert Cecil Cook, B.S., M.A., Ed.D.** President
B. S., Mississippi State College, 1924; M.A., Teachers College, Columbia University, 1933, Ed.D., *ibid.*, 1942.
- John H. Allen, A.B., M.S.** Assistant Professor of Sociology
A.B., Southeastern Louisiana College; M.S., Louisiana State University; study toward doctorate, Pennsylvania State College, 1953.
- Norman W. Bedwell, M.A., Ed.D.** Assistant Professor of Industrial Arts
M.A., University of Alabama; Ed.D., *ibid.*
- Roy G. Bigelow, B.S.Ed., M.A., Ph.D.** Head of Division of Undergraduate Education and Psychology, Director of Workshops; Professor of Education
B.S.Ed., Central Missouri State College, 1920; M.A., University of Missouri, 1926; Ph.D., George Peabody College, 1939; independent study in Business and Public Administration, 1940-1941, guided by Vanderbilt University.
- Willa Bolton, A.B., M.A.** Professor Emeritus of Geography
A.B., Mississippi State College for Women, 1899; M.A., Columbia University, 1922; graduate study, Clark University, 1931.
- Herman Boroughs, B.S., M.Ed., Ed.D.** Associate Professor of Education, Supervisor of Practice Teaching in the Field and Assistant Director of the Extension Division
B.S., Texas College of Arts and Industries, 1935; M.Ed., University of Missouri, 1946; Ed.D., *ibid.*, 1948.
- William G. Burks, A.B., M.A., Ph.D.** Head of Department of Foreign Languages and Professor of Modern Languages
A.B., University of Mississippi, 1928; M.A., University of Alabama, 1935; Ph.D., University of North Carolina, 1948.
- Zed H. Burns, B.S., M.S., Ed.D.** Head of Department of Psychology and Professor of Psychology and Education
B.A. in Arch., Alabama Polytechnic Institute, 1927; M.S., 1929; Ed.D., University of Cincinnati, 1937.
- J. E. Carruth, A.B., M.A., Ph.D.** Acting Professor of Education
A.B., Millsaps College, 1905; M.A., George Peabody College, 1924; Ph.D., *ibid.*, 1934.
- J. Treadwell Davis, B.S., M.A., Ph.D.** Associate Professor of History
B.S., Memphis State, 1936; M.A., Vanderbilt University, 1938; Ph.D., *ibid.*, 1949.
- Pattie Simmons Dowell, B.S., M.S., Ed.D.** Professor of Education
B.S., George Peabody College, 1927; M.S., North Carolina State College of the University of North Carolina, 1930; Ed.D., New York University, 1945.
- Carl C. Durkee, B.S., M.A.** Coordinator of Special Education Services and Assistant Professor of Psychology
B.S., Wisconsin State Teachers College, 1942; M.A., Northwestern University, 1945; graduate study, University of Chicago and University of Illinois.
- Henry B. Easterling, B.S., M.A., Ed.D.** Assistant Professor of Education
B.S., Mississippi Southern College, 1939; M.A., University of Alabama, 1947; Ed.D., Duke University, 1952.
- Katherine Marie Eide, Mus.B., Mus.M.** Asst. Professor of 'Cello and Theory
Mus.B., Oberlin College, 1936; Mus.M., *ibid.*, 1940; student in 'cello of John Frazer, Emanuel Feuermann; theory student of Normand Lockwood.
- Joseph M. Ernest, Jr., A.B., M.A., Ph.D.** Assistant Professor of English
A.B., Maryville College, 1937; M.A., University of Tennessee, 1942; Ph.D., 1952.

- Lawrence Fisher, B.M., M.M. Assistant Professor of Strings and Theory
Head of String Department
Mus.B., Eastman School of Music, 1949; Mus.M., *ibid.*, 1950; Performers
Certificate, Eastman School of Music, 1950; Student of Jacques Gordon,
Andre de Ribaupierre, Ivan Galamian, Elizabeth Green.
- Porter Lee Fortune, Jr., A.B., M.A., Ph.D. Assistant Dean of the College
and Associate Professor of History
A.B., University of North Carolina, 1941; M.A., Emory University, 1946;
Ph.D., University of North Carolina, 1949.
- Stanley E. Fowler, B.A., M.A. Assistant Professor of
Child Development and Family Life
B.A., Baylor University, 1947; M.A., George Peabody College, 1948; study
toward doctorate, Florida State University, 1953.
- Thomas H. Freeny, B.S., M.A. Professor Emeritus of Psychology
B.S., Mississippi College, 1900; M.A., *ibid.*, 1901; M.A., George Peabody
College, 1928; graduate study, summer quarters 1930, 1931, 1935.
- Bertha M. Fritzsche, B.S., M.S., Ph.D. Head of Division of Home Economics
and Professor of Home Economics
B.S., Iowa State College, 1922; M.S., *ibid.*, 1929; Ph.D. Ohio State Uni-
versity, 1950.
- Mary Louise Gehring, A.B., M.A., Ph.D. Associate Professor of Speech,
and Director of Forensics
A.B., Baylor University, 1943; M.A., Louisiana State University, 1949;
Ph.D., *ibid.*, 1952.
- Joseph A. Greene, Jr. A.B., M.A., Ph.D. Head of Division of Commerce
Professor of Economics
A.B., Bera College, 1951; M.A., University of Virginia, 1934; Ph.D., *ibid.*,
1952.
- Edward Emerson Hall, B.Ed., M.S., Ph.D. Head of Geography Department
Professor of Geography
B.Ed., Southern Illinois Normal University, 1929; M.S., University of
Michigan, 1932; Ph.D., George Peabody College, 1939; post graduate study,
Furman University.
- Harold Martin Hefley, B.S., M.S., Ph.D. Professor of Biological Sciences
B.S., University of Oklahoma, 1925; M.S., *ibid.*, 1926; Ph.D., *ibid.*, 1935.
- Alma Hickman, A.B., Ph.B., M.A. Professor of English
A.B., Mississippi State College for Women, 1912; Ph.B., University of
Chicago, 1918; M.A., Columbia University, 1924; graduate study, University
of Southern California, 1932; graduate study, University of Colorado, 1942.
- Joseph Huck, Mus.B., M.M. Head of Piano Department
and Associate Professor of Piano and Theory
Mus.B., American Conservatory, 1936; Mus.M., *ibid.*, 1940; private piano
tutelage under Andre Skalski, Leroy Campbell, Rudolph Reuter, Allen
Spencer and Bruno Glade.
- Marjorie Jackson, Mus.B., Mus.M., A.A.G.O. Asst. Professor of Organ,
Theory and Musicology, College Organist
Mus.B., American Conservatory, 1947; Mus.M., *ibid.*, 1949; artist student of
Dr. Frank van Dusen, Andre Marchal, Claire Coci and Edouard Nies-Berger
in organ; composition student of Stella Roberts and Theodore Chandler.
- James Richard Johnson, B.S. in Ed., LL.B., M.A., Ed.D. Head of Extension
and Correspondence Division and
Professor of Education
B.S. in Ed., Kirksville State Teachers College, 1922; LL.B., American Ex-
tension University, 1926; M.A., University of Missouri, 1926; Ed.D., *ibid.*,
1940.
- Sheriff L. Knight, A.B., M.A. Ed.D. Director of Audio-Visual Education
Library and Assistant Professor of Education
A.B., Southwestern, 1938; M.A., Mississippi Southern College, 1950; Ed.D.,
Indiana University, 1952.

- Theodore Kohler, A.B., M.A., Ed.D. Associate Professor of Health and Physical Education
A.B., University of Rhode Island, 1949; M.A., Teachers College, Columbia University, 1950; Ed.D., *ibid.*, 1952.
- Norvin L. Landskov, A.B., M.A., Ph.D. Head of Department of Secondary School Education
Director of Student Teaching and Professor of Education
A.B., St. Olaf College, 1926; M.A., University of Minnesota, 1934; Ph.D., *ibid.*, 1946.
- R. G. Lowrey, B.S., M.A., Ph.D. Professor of English
B.S., Mississippi College, 1918; M.A., George Peabody College, 1922; Ph.D., *ibid.*, 1927.
- Clarence E. McCarver, A.B., M.A., Ed.D. Head of Division of Health and Physical Education
Professor of Health and Physical Education
A.B., Howard Payne College, 1931; M.A., George Washington University, 1934; Ed.D., University of Texas, 1942.
- Frances McEvilly, B.S., M.S. Assistant Professor of Home Economics and Director of School Lunch Education
B.S., University of Alabama, 1933; M.S., *ibid.*, 1947; graduate study, Columbia University, 1951-52.
- James E. McKee, B.S.Ed., M.A. Director of Guidance Center
Assistant Professor of Education
B.S.Ed., Pennsylvania State Teachers College, 1941; M.A., Teachers College, Columbia University, 1946; graduate study, 1946, 1947, and 1950.
- R. A. McLemore, A.B., M.A., Ph.D. Dean of the College
Professor of History
A.B., Mississippi College, 1923; M.A., George Peabody College, 1926; Ph.D., Vanderbilt University, 1933.
- Raymond Mannoni, B.S., Mus.B., Mus.M., M.Mus.Ed. Assistant Professor of Instrumental Music Education,
Director of College Bands,
Head of Wind Instruments Department
B.S., Kansas State Teachers College, 1944; Mus.B., University of Michigan, 1945; Mus.M.Ed., *ibid.*, 1947; Mus.M., Northwestern University, 1948; completed resident requirements for Mus.Ed.D. from Chicago Musical College. Student of Dr. William D. Revelli, Dr. John W. Beattie, Traugott Rohner, Glenn C. Bainum, J. J. Richards, David Mattern, Hans Rosenwald, Dr. Duane Haskell, Dr. E. Thayer Gaston, Thor Johnson, Gerald M. Carner, Erik Leidzen, Philip J. Lang, Max Pottag and Dr. Walter McCray.
- Frank Earl Marsh, Jr., Mus.B., M.A. Head of Division of Fine Arts and Professor of Music
Mus.B., New England Conservatory of Music, 1916; M.A., Syracuse University, 1926; student of Senor Alberto Jones, Dr. Adolf Frey, Kurt Fischer, Ethel Newcomb, Arthur Newstead, George W. Chadwick, F. Stuart Mason, Dr. William Berwald, Dr. Frank Sill Rogers.
- J. L. Milam, A.B., M.A., Ed.D. Professor of Health and Physical Education
A.B., Louisiana Institute of Technology, 1936; M.A., Columbia University, 1940; Ed.D., *ibid.*, 1950.
- Leo R. Miller, B.S.Ed., M.S.Ed., Ed.D. Head of Department of Elementary Education and Professor of Elementary Education
B.S.Ed., Missouri Teachers College, 1935; M.S.Ed., University of Kansas, 1939; Ed.D., Pennsylvania State College, 1945.
- Ralph S. Owings, A.B., M.A., Ed.D. Professor of Educational Administration
A.B., Wofford College, 1924; M.A., 1935; M.A., Teachers College, Columbia University, 1940; Ed.D., 1949.

Mildred W. Phelps, Mus.B., Mus.M., Ph.D.-----Acting Assistant Professor
of Music Education

Mus.B., John B. Stetson University, 1941; Mus.M., Northwestern University, 1947; Ph.D., State University of Iowa, 1951. Student of Helen Warner, Dr. Julia C. Allen, William Bailey, Dr. Arcule Sheasby (violin); Veronica Gove, John J. Heney, P. J. Gustat, Otto Krashauer, Traugott Rohner, Dr. John W. Beattie, Dr. Anne E. Pierce (music education).

Roger P. Phelps, Mus.B., Mus.M., Ph.D.-----Head of Musicology Department
and Associate Professor of Woodwinds,
Music Education, and Musicology

Mus.B., Eastman School of Music, 1941; Mus.M., Northwestern University, 1947; Ph.D., State University of Iowa, 1951; student of Dr. Anne E. Pierce, Dr. John W. Beattie (music education); Albert T. Luper (musicology); Karl D. Van Hoesen (conducting); Robert Sprenkle, Francis Napolilli, Frank Malewski (oboe); Dr. Thomas C. Collins (bassoon); Dorothy White (flute); Himie Voxman (clarinet).

William Presser, A.B., Mus.M., Ph.D.-----Assistant Professor of
Theory, Composition and Conducting;
Head of Theory Department

A.B., Alma College, Alma, Mich., 1938; Mus.M., University of Michigan, 1940; Ph.D. in Music Theory, Eastman School of Music, 1946; student of Percival Price, William Skeat, Gardner Read, Burrill Phillips, Fraser Harrison, Dr. Paul White, Dr. Herman Genhart, and Pierre Monteaux (conducting).

B. Earl Prince, B.S., M.S., Ph.D.-----Assistant Professor of Biological Sciences
B.S., Louisiana State University, 1940; M.S., *ibid.*, 1950; Ph.D., *ibid.*, 1953.

Reginald C. Reindorp, A.B., M.A., Ph.D.-----Director of Institute of
Latin American Studies, Head of Department of Foreign
Languages, and Associate Professor of Modern Language

A.B., University of New Mexico, 1931; M.A., *ibid.*, 1933; Ph.D., University of Texas, 1949.

Anna M. Roberts, A.B., M.A., B.S. in L.S.-----Librarian
and Professor of Library Science

A.B., Vanderbilt University, 1920; M.A., *ibid.*, 1922; B.S. in L.S., University of Illinois, 1933; graduate student, University of Chicago Graduate Library School, 1938.

Glen R. Scott, Jr., B.S., M.B.A., C.P.A.-----Associate Professor in
Accounting and Business Administration
B.S., University of Oklahoma, 1949; M.B.A., 1950.

Hubert A. Shands, A.B., M.A., Ph.D.-----Professor Emeritus of Language
and Literature

A.B., University of Mississippi, 1890; M.A., *ibid.*, 1891; Ph.D., *ibid.*, 1893; Ph.D., University of Hall-Wittenberg, Germany, 1902.

Ralph C. Staiger, A.B., M.A., Ed.D.-----Director of Reading Clinic
Associate Professor of Elementary Education

A.B., Columbia College, 1939; M.A., Teachers College, Columbia University, 1942; Ed.D., Temple University, 1952.

Leonard Stocker, A.B., M.A.-----Assistant Professor of Voice,
Director of Opera Workshop,
Head of Voice Department

A.B., University of Michigan, 1933; M.A., Teachers College, Columbia University, 1951; artist student of Francis Rogers, Arthur Gerry, New York City; Leo Rosenek, Vienna; Camille DeCreus and Georges Maugrere, Paris (voice); Thomas Wood Stevens, Valentine Windt, Josef Turnau (acting); Riccardo Delleria (opera repertoire).

Wilbur White Stout, A.B., M.A., Ph.D.-----Professor of English
A.B., University of North Carolina, 1921; M.A., *ibid.*, 1922; Ph.D., *ibid.*, 1926.

William Herbert Sumrall, B.S., A.B., M.A., Ph.D.-----Dean of Graduate School
of Education and Professor of Psychology
B.S., Clarke College, 1915; A.B., Mississippi College, 1924; M.A., *ibid.*, 1925; Ph.D., Indiana University, 1929.

- James R. Switzer, B.S., M.A., Ed.D.-----Dean of Student Welfare,
Dean of Men, and Associate Professor
of Health and Physical Education
B.S., Mississippi Southern College, 1941; M.S., Louisiana State University,
1947; Ed.D., University of Texas, 1952.
- Edward J. Thomas, A.B., M.A.-----Assistant Professor of Mathematics
A.B., Boston College, 1942; M.A., Ohio State University, 1948; graduate
study, Columbia University
- Amelia Thompson, B.S., M.S.-----Assistant Professor of Home Economics
B.S., Judson College, 1916; M.S., University of Tennessee, 1938.
- Sam B. Tidwell, B.S., M.S., C.P.A.-----Associate Professor of Accounting
B.S., Bowling Green College of Commerce, 1942; M.S., George Peabody
College, 1947; graduate study, Iowa State University, 1950-51 and 1951-52;
- Henry Grantham Turner, B.S., M.A.-----Assistant Professor of Economics
B.S., University of Pennsylvania, 1926; M.A., Columbia University, 1929.
- B. O. Van Hook, A.B., M.A.-----Acting Head of Mathematics Department
and Associate Professor of Mathematics
A.B., Millsaps College, 1918; M.A., Vanderbilt University, 1922; graduate
study, Duke University, 1934-1936.
- J. Fred Walker, A.B., M.S., Ph.D.-----Head of Division of Biological Sciences
and Professor of Biology
A.B., University of Mississippi, 1927; M.S., *ibid.*, 1931; Ph.D., University of
Iowa, 1935.
- Angeline Watkins, B.S., M.A., Ed.D.-----Associate Professor
of Health and Physical Education
and Head of Physical Education for Women
B.S., Mississippi Southern College, 1936; M.A., Columbia University, 1942;
Ed.D., 1952.
- J. Dale Welsch, A.B., M.A., Ed.D.-----Head of Division of Speech Arts
Director of Speech and Hearing Clinic
and Professor of Speech Arts
A.B., Iowa State Teachers College, 1922; M.A., University of Iowa, 1929;
Ed.D., University of Denver, 1944.
- Leon A. Wilber, A.B., M.A., Ph.D.-----Head of Division of Social Studies
and Professor of Social Studies
A.B., University of Michigan, 1927; M.A., *ibid.*, 1929; Ph.D., *ibid.*, 1939.
- Thomas Daniel Young, B.S., M.A., Ph.D.-----Head of Division of
Languages and Literature
and Professor of English
B.S., Mississippi Southern College, 1941; M.A., University of Mississippi,
1948; Ph.D., Vanderbilt University, 1950.

GRADUATE FELLOWS

| | |
|-------------------------------------|---------------------------------------|
| William E. Brode, B.S. | Biology |
| Dalton Burch, B.S. | Speech |
| Kathryn M. Carey, Mus.B. | Music |
| William F. Davidge, Jr., A.B. | Commerce |
| William W. Gay, B.S. | Mathematics |
| Thomas Glenn Jones, A.B. | English |
| Jean Kubik, B.S. | Health and Physical Education |
| Beverly McIntyre, Mus.B. | Music |
| Bennie Joe Magee, A.B. | Speech |
| Dennis E. Magee, B.S. | Biology |
| Joseph A. Santa Cruz, Jr., B.S. | Social Studies |
| James H. Sollie, A.B. | English |
| Carroll W. Tanksley, B.S. | Speech |
| W. Harris Terry, B.S., M.A. | School Administration and Supervision |
| James A. Townley, B.S. | Health and Physical Education |
| Sidney E. L. Weatherford, Jr., B.S. | Secondary Education |

ADMINISTRATIVE OFFICERS

| | |
|---|----------------------------------|
| R. C. Cook, B.S., M.A., Ed.D. | President |
| R. A. McLemore, A.B., M.A., Ph.D. | Dean of the College |
| Porter L. Fortune, Jr., A.B., M.A., Ph.D. | Assistant Dean of the College |
| W. H. Sumrall, A.B., M.A., Ph.D. | Dean of the Graduate |
| | School of Education |
| James R. Switzer, B.S., M.A., Ed.D. | Dean of Student Welfare |
| | and Dean of Men |
| O. N. Darby, B.S., M.A. | Registrar |
| C. O. Smalling, B.S. | Financial Secretary |
| Lena Y. Gough, B.S., M.A. | Dean of Women |
| Virginia Isabelle Felder, A.B., M.S. | Assistant Dean of Women |
| Anna M. Roberts, A.B., M.A., B.S. in L.S. | Librarian |
| James R. Johnson, B.S. Ed, LL.B., M.A., Ed.D. | Extension and |
| | School Service |
| | Director of Correspondence Study |
| Murray W. Kenna, B.S., M.A. | Director of Admissions |
| James E. McKee, B.S., M.A. | Director of Guidance Clinic |
| Dorothy Lenoir | Director of Placement Bureau |
| Powell Ogletree, B.S., M.A. | Alumni Secretary |

HEADS OF DIVISIONS

| | |
|---|-----------------------------------|
| J. Fred Walker, A.B., M.A., Ph.D. | Biological Sciences |
| Joseph A. Greene, A.B., M.A., Ph.D. | Commerce |
| Roy G. Bigelow, B.S. Ed., M.A., Ph.D. | Education and Psychology |
| Frank E. Marsh, Jr., Mus.B., M.A. | Fine Arts |
| Clarence E. McCarver, B.S., M.A., Ed.D. | Health and Physical Education |
| Bertha M. Fritzsche, B.S., M.S., Ph.D. | Home Economics |
| Thomas Daniel Young, B.S., M.A., Ph.D. | Language and Literature |
| Tom E. Cole, Lt. Col., U.S.A., A.B. | Military Science |
| Oliver V. Austin, A.B., M.A. | Physical Sciences and Mathematics |
| John Frazier, B.S., M.A. | Head of Practical Arts |
| Leon A. Wilber, A.B., M.A., Ph.D. | Social Studies |
| J. Dale Welsch, A.B., M.A., Ed.D. | Speech Arts |

GRADUATE COUNCIL

R. C. Cook, Ex-officio member; W. H. Sumrall, Chairman; Rog G. Bigelow, Porter L. Fortune, Jr., Bertha M. Fritzsche, Joseph A. Greene, Norvin L. Landskov, R. G. Lowery, C. E. McCarver, R. A. McLemore, Frank Earl Marsh, Leo R. Miller, Ralph S. Owings, J. F. Walker, J. Dale Welsch, Leon A. Wilber, T. D. Young.

THE GRADUATE SCHOOL OF EDUCATION

GENERAL INFORMATION

Mississippi Southern College was granted permission to organize a Division of Graduate Studies by the Board of Trustees of Institutions of Higher Learning on May 26, 1947. On March 27, 1952, the Board of Trustees of Institutions of Higher Learning elevated the Division to that of a School of Education. The Master's degree will be conferred on those meeting the requirements in the field of Education, with emphasis in nine particular fields: School Administration and Supervision, Secondary Education, Elementary Education, Communications, Health and Physical Education, Home Economics, Music, Psychology of Reading, and Speech. The Master's degree may also be acquired in the teaching of several fields: Biological Sciences, Commerce, English, History or Social Studies, and Mathematics. The Graduate Division was accredited by the American Association of Colleges for Teacher Education on February 25, 1950.

On April 26, 1951, the Board of Trustees of Institutions of Higher Learning of the State of Mississippi gave Mississippi Southern College permission to grant a Second Year of Graduate work in the fields of School Administration and Supervision, Secondary Education, and Elementary Education, designated as "Specialist" in the above-named areas. Then on July 17, 1952, the Board of Trustees gave the college permission to grant the Master of Education degree in School Administration and Supervision, Secondary Education, and Elementary Education. Work previously counted toward the Second Year certificate will now count toward the Master of Education degree. Forty-five quarter hours are required for this degree.

PURPOSES AND OBJECTIVES

One of the primary functions of Mississippi Southern College is to prepare teachers, supervisors, and administrators for all branches of public school service. The graduate curriculum is intended to meet the needs of teachers in the elementary and secondary schools as well as to provide an organized program of training for school administrators and supervisors.

The student who pursues graduate work broadens his professional outlook and academic knowledge, receives additional professional training, and familiarizes himself with techniques of research. The student must manifest ability to collect and evaluate data and must be able to see the implication of his conclusions in relation to other fields of human interest and study.

The Master's degree in Education will be regarded primarily as an extension and broadening of the professional education received on the undergraduate level with particular emphasis upon the fields of study in which the student is interested. The goal sought is the improvement of classroom instruction and/or school administration and supervision.

The ultimate aim is the fusion of the professional and subject-matter training of maximum benefit to the particular student.

A student working toward the Master's degree or Master of Education degree may wish to pursue further work in graduate education for the following purposes:

- (1) To strengthen himself in areas in which he finds himself deficient.
- (2) To complete the work for the certificate in order to meet certain standards set up by accrediting agencies.
- (3) To continue graduate work toward the Ph.D. or Ed.D. degree.

ADMISSION TO GRADUATE SCHOOL OF EDUCATION

Students who are graduates of a Teachers College, a Liberal Arts College, or a University, provided the particular institution is approved by a recognized accrediting agency, may be admitted for graduate work. Two official transcripts of the undergraduate record must be filed: one with the Dean of Graduate School of Education and one with the Registrar before admission to the Graduate School. A quality point average of 1.5 or better must have been attained in the undergraduate courses. Experience points to the fact that students with an honor-point rating below 1.5 in their undergraduate work find it very difficult to maintain an average of B or better in their graduate work. All students in the Graduate School must maintain a B or better average. No grade below a C will count toward graduation. Failure to accomplish this rating will endanger the person's standing and subject him to scholastic probation.

Graduate students are required to take a comprehensive standard test approved by the committee on graduate studies before admission to candidacy for the Master of Arts degree. They must earn 28 quarter hours of graduate credit after taking this examination before receiving this degree. If the score on the test is not sufficiently high to admit the applicant to candidacy for a degree, he may once repeat the test after the passage of an interval of time approved by the committee.

The graduate committee will pass on all applications of candidates for graduate degrees. It may, however, delegate the authority to a sub-committee if it prefers.

Students may wish to pursue graduate work for at least three reasons, namely: (1) To gain knowledge in an area for its own sake, i.e., for the pleasure that comes as a result of mastery of materials; (2) in order to prepare for more advanced work in some area of knowledge, and; (3) in order to prepare to do a better job in teaching or administering and supervising the public schools and junior colleges of our section.

REQUIREMENTS FOR A MASTER'S DEGREE

The student may have a choice of either Plan I or Plan II as outlined below.

PLAN I

Candidates for the Master's degree under Plan I are required to do a minimum of 36 weeks (three quarters) of graduate work in residence study at Mississippi Southern College and earn a minimum of 45 quarter hours including a thesis. The amount of credit for the thesis will be eight quarter hours, subject to the approval of the student's advisory committee. This curriculum is intended for those who plan to do further study toward a higher degree. Twelve to sixteen quarter hours will be considered a full load for any student. Less than full residence is computed by the ratio of course hours actually taken in this normal load. Ten or eleven quarter hours, therefore, would be considered $\frac{3}{4}$ of a full quarter's residence, etc. Work taken in excess of the full load of 16 quarter hours will not reduce the student's residence requirement.

PLAN II

Candidates for the Master's degree under Plan II are required to do a minimum of 36 weeks (three quarters) of work in residence study and to earn a minimum of 45 quarter hours of credit. A thesis is not required.

REQUIREMENTS FOR THE MASTER OF EDUCATION DEGREE

To begin work toward the Master of Education degree a student must have a Master's degree from Mississippi Southern College or from any other acceptable institute of higher learning.

The Master of Education degree is offered in the following fields of study: School Administration and Supervision, Secondary Education, and Elementary Education. A student pursuing one of these courses of study must complete forty-five quarter hours on the second year level, do a creditable quality of work, and meet all course requirements.

GENERAL REQUIREMENTS AND OTHER PERTINENT INFORMATION FOR MASTER'S DEGREE

1. Candidates for the Master's degree must comply with the following regulations in addition to the foregoing requirements:
 - a. Hold a bachelor's degree from an accredited institution and satisfy all undergraduate requirements in the institution.
 - b. Application for graduate work should be made to the Dean of Graduate School of Education. If not a graduate of Mississippi Southern College, two official transcripts must be filed: one with the Dean of Graduate School, and one with the Registrar, before registering. The complete record of the student includes the high school record, junior college record (if any), as well as the senior college transcript.
 - c. If the student has done graduate work elsewhere and wishes to transfer it to Mississippi Southern College, he must supply the Dean of Graduate School and the Registrar with official transcripts of his work.
 - d. The student must supply the Dean of Graduate School with a program of his studies after he and his advisory committee have outlined his work.
 - e. For a student who is doing graduate work for the first time, the graduate committee thinks that four quarter hours should be the maximum load for a quarter if he is holding a full-time job or teaching position. The present state certification laws limit the student to four quarter hours which may count toward fulfilling the requirements for certification purposes.
 - f. The student who is a candidate for a Master's degree must file his application for the degree with the Dean of Graduate School by the end of the quarter previous to the one in which he expects to graduate.
 - g. If a thesis is submitted as partial fulfillment of the requirements for a degree, it must be presented to the Dean of Graduate School by the chairman of the student's advisory committee at least three weeks before the degree is to be conferred. A fee for binding the thesis will be charged. (From \$4.00 to \$8.00).
 - h. The student's advisory committee will pass on the final acceptance or rejection of the thesis.
 - i. Two copies of the thesis must be furnished the Dean of Graduate School. The first copy must be typewritten on 20-pound bond paper and the second copy on bond paper of at least 16-pound weight. The student will follow rather closely the directions of a good manual on thesis writing.
 - j. The thesis must show independent thinking, original investigation, mastery of subject-matter and ability to do research in the field of major interest.
2. No regular faculty member of Mississippi Southern College may take an advanced degree in this institution, but should take work elsewhere.

3. Ordinarily, an undergraduate major or its equivalent shall constitute the basis for a graduate major in any field. Likewise, an undergraduate minor, or its equivalent, shall be required as a basis for graduate work in other fields than the major. This means that a minimum of 27 quarter hours must have been taken in undergraduate work in the field in which the student expects to major, and 18 quarter hours in undergraduate work in the field in which the student expects to minor. The student's attention is called to the undergraduate prerequisites, if any, listed under the course patterns for each major.
4. Work taken more than seven years before the date at which the Master's degree is expected may not be used to count for credit toward that degree.
5. Undergraduates in this institution who plan to undertake graduate study, and who have fulfilled all requirements for the bachelor's degree except one or two courses, may be allowed to enroll in certain courses with the idea of later obtaining graduate credit, provided the notice is given the Dean of Graduate School of the student's progress. In such an arrangement, the Dean of Graduate School will inform the instructor that work of a graduate nature will be expected of the student. Credit will not be allowed for such work unless the instructor certifies that the work was of distinctly graduate nature.
6. Teaching fellows, graduate assistants, and part-time instructors, whose time is partly devoted to service to the College, will be expected to take more than one year to complete the work for a Master's degree.
7. A minimum of half the student's work must be in distinctly Graduate courses. Graduate students, however, may elect to take some undergraduate courses provided they need the work, and provided the graduate committee passes favorably on such courses. Graduate students, however, must do extra work in such undergraduate courses, such as term papers, research, etc., as may be directed by the professor in charge.
8. An average of "B" or better is required and no grade below "C" will count toward graduation. From 12 to 16 quarter hours in other fields may be taken except in cases of majors in School Administration and Supervision and Elementary Education. In these fields the total number of hours may be taken (optional with the student) in the major field of study.
9. Graduate credit from other accredited institutions is acceptable for as much as nine quarter hours provided it is in the chosen field or fields of the student's work. A student may not take extension courses to count toward his degree if he has transferred nine quarter hours from another institution. As many as nine quarter hours may be taken by extension provided the student has no transfer credit from another institution counted toward his degree.
10. Extension work given by an institution must be acceptable toward graduation in that institution before Mississippi Southern College will allow graduate credit toward the Master's degree.
11. A committee of three, appointed by the Dean of Graduate School will serve as the student's advisory committee. The student's major professor will usually serve as chairman of his advisory committee.
12. In addition to the regular course examination a final comprehensive oral or written examination, or both, may be required of all candidates for the Master's degree. The candidate will be examined on his major subject and his thesis, if he pursues Plan One; or his field or fields of concentration if he pursues Plan Two. The oral examination will be conducted by a committee appointed by the Dean of Graduate School.

A written notice of the time and place of holding the examination will be sent to the candidate and to each member of the committee.

13. A student should complete his Master's work within five consecutive years from the date of initial enrollment.
14. A photograph, 2½ by 3½ inches, must be provided by the student at registration. No student is properly registered until the photograph is provided. (You will want to appear as well as possible; therefore, please furnish a good photograph.)

GENERAL REQUIREMENTS AND OTHER PERTINENT INFORMATION FOR MASTER OF EDUCATION DEGREE

1. Candidates for the Master of Education degree must comply with the following regulations in addition to the foregoing requirements:
 - a. Hold a Master's degree from an acceptable institution.
 - b. Application for work towards a Master of Education degree should be made to the Dean of Graduate School. If not a graduate of Mississippi Southern College, two official transcripts must be filed: One with the Dean of Graduate School, and one with the Registrar, before registering. The complete record of the student includes the high school record, junior college record (if any), senior college transcript, and transcript of Master's degree work.
 - c. If the student has done graduate work above the Master's degree elsewhere and wishes to transfer it to Mississippi Southern College, he must supply the Dean of Graduate School and the Registrar with official transcripts of his work.
 - d. The student must supply the Dean of Graduate School with a program of his studies after he and his advisory committee have outlined his work.
 - e. Four quarter hours should be the maximum load for a quarter if he is holding a full-time job or teaching position. The present state certification laws limit the student to four quarter hours for two quarters out of a total of three for the school year. This is a state law, therefore work in excess of eight or nine quarter hours per school year will not be accepted toward the AA certificate, which may count toward fulfilling the requirements for certification purposes.
 - f. The student who is a candidate for a Master of Education degree must file his application for the degree with the Dean of Graduate School by the end of the quarter previous to the one in which he expects to graduate.
 - g. The field study that is submitted as partial fulfillment of the requirements for the Master of Education degree must be presented to the Dean of Graduate School by the chairman of the student's advisory committee at least three weeks before the degree is to be conferred. The fee for binding the thesis is \$2.50 per copy, regardless of the number of copies the student wishes to be bound, and is payable at the time the thesis is accepted.
 - h. The student's advisory committee will pass on the final acceptance or rejection of the field study.
 - i. Two copies of the field study must be furnished the Dean of Graduate School. The first copy must be typewritten on 20-pound bond paper and the second copy on bond paper of at least 16-pound weight. The student will follow rather closely the directions of a good manual on thesis writing.
 - j. The field study must show originality, mastery of organization and

subject matter, and the ability to do research in the field of major interest.

2. Work taken more than seven years before the date at which the Master of Education Degree is awarded may not be used to count for credit toward that degree.
3. Teaching fellows, graduate assistants, and part-time instructors, whose time is partly devoted to service to the College, will be expected to take more than one year to complete the work for the Master of Education degree.
4. An average of "B" or better is required of all work toward the Master of Education degree.
5. A committee of three, appointed by the Dean of Graduate School will serve as the student's advisory committee. The student's major professor will usually serve as chairman of his advisory committee.
6. In addition to the regular course examination a final comprehensive oral or written examination, or both, may be required of all candidates for the Master of Education degree. The candidate will be examined on his major subject and his field study. The oral examination will be conducted by a committee appointed by the Dean of Graduate School. A written notice of the time and place of holding the examination will be sent to the candidate and to each member of the committee.
7. A student should complete his Master of Education degree within five consecutive years from the date of initial enrollment.
8. A photograph, 2½ by 3½ inches, must be provided by the student at registration. No student is properly registered until the photograph is provided. (You will want to appear as well as possible; therefore please furnish a good photograph.)

RESIDENCE REQUIREMENTS

The minimum residence requirement is one academic year or a minimum of three summer sessions of twelve weeks each. This statement presupposes the completion of at least 45 quarter hours work. Some students can complete the requirements for the Master's degree in one year. It is not unusual for graduate students to include a summer session of an additional year for the degree.

A minimum of one full quarter's work on the campus is expected of every graduate student before completion of requirements for the Master's degree.

TIME LIMIT: A student should complete his Master's degree or Master of Education degree within five consecutive years from the date of initial enrollment. If he exceeds this time limit he may be required to take additional qualifying examinations or an additional amount of course work or both. In addition, a candidate for the Master of Music degree must petition the graduate music committee for an extension of time, giving reasons for the request and submitting plans for the completion of his work.

SCHOLARSHIPS AND FELLOWSHIPS

A limited number of scholarships and fellowships are available. Holders of scholarships will not be asked to do any service for the college but holders of fellowships will be asked to do a limited amount of work for the college. The Dean of Graduate School will assign such work and determine the amount of time expected of each student. The stipends for the scholarship are fixed at \$150.00 per regular scholastic year and that of the fellowship at \$375.00 per regular scholastic year. Also a limited number of teaching fellowships amounting to \$500.00 per regular scholastic year are available to outstanding students.

MUSIC

GENERAL INFORMATION

As a result of the increased demand for more than undergraduate training in all lines of the music profession, The Division of Fine Arts has established a graduate division to accommodate qualified students in limited fields of concentration. The general requirements for graduate study leading to a degree are listed below, and fields of concentration are shown. The Division, however, treats each case individually, and although the courses outlined will serve as a general guide, the student has some choice in determining his or her course.

PHYSICAL EQUIPMENT

Graduate students share with the undergraduate music students the use of the new temporary music hall, a large modern frame building devoted entirely to musical purposes, housing fifteen teaching studios, twenty-four practice rooms, each equipped with one or more pianos, a small auditorium seating 150, an instrumental room used for the Little Symphony and Symphonic Band rehearsals, a choral room for the Vesper Choir and Choral Union rehearsals, two classrooms, and listening room with large record library.

The splendid Frazee three-manual pipe organ in the auditorium is regularly used for lessons and practice by advanced organ students, and two new Moeller, two-manual organs, in individual rooms, supplement the practice facilities. A large number of brass, wood-wind, percussion and stringed instruments which are being added to from year to year facilitate the work of instrumental study classes and of the college concert organizations.

CURRICULA

Three options are available to the graduate student in the selection of a program of studies, the choice being his own, subject to approval of his qualifications for the particular course by the graduate committee. A theory placement examination will be given each applicant who seeks admission to the graduate division.

Course I (Performance) may be elected upon recommendation of the applied music professor and satisfactory audition before the graduate committee and the faculty of the department involved. Qualification for this curriculum presupposes a level of performance well above that of the average senior major in the applied music field, and the requirements as to technical facility and repertoire follow the stipulations of the graduate commission of the National Association of schools of music. In addition to the performance of a recital, the candidate is expected to appear creditably in a major work with the Symphony Orchestra.

Course II (Theory) is organized to give the student pedagogy for the teaching of theory, and also to give him further opportunity to develop his own skill in the manipulation of the materials of music. Theoretical investigation, culminating in the writing of a thesis, will be done in the field of pure theory and must display evidence of musical scholarship.

Course III (Music Education) is designed to serve teachers of music in branches of activity, whether in the public schools, private studio or collegiate music school. In addition to sound musicianship, the candidate in Course III must demonstrate musical scholarship of high order, such as will find expression in the preparation of a worthwhile thesis. Persons desiring to prepare for administration work in music, such as general or instrumental supervision of music education in the public schools of Mississippi, are encouraged to elect this course.

REQUIREMENTS FOR THE DEGREE OF MASTER OF MUSIC

The degree of Master of Music is conferred at the recommendation of the graduate committee upon the fulfillment of the following requirements:

1. The candidate must have completed forty-five quarter hours of Graduate study with a major in Piano, Organ, Voice, Violin, 'Cello, or Theory. The following distribution of credits is required:

- (a) For a major in Applied Music (Piano, Organ, Violin, 'Cello or Voice)

| | |
|--|------------------|
| Applied Music | |
| Major | 15 quarter hours |
| Minor | 3 quarter hours |
| Music Literature 527, 528, 529 | 12 quarter hours |
| Analytical Technic 521, 522, 523 | 6 quarter hours |
| Essay and Recital | 9 quarter hours |
- (b) For a Theory Major:

| | |
|--|-----------------|
| Applied Music (Piano) | 6 quarter hours |
| Pedagogy of Theory 524, 525, 526 | 6 quarter hours |
| Analytical Technic 521, 522, 523 | 6 quarter hours |
| Advanced Counterpoint (197, 198, 199) | 6 quarter hours |
| Advanced Composition (200, 201, 202) | 6 quarter hours |
| Advanced Orchestration (203, 204, 205) | 6 quarter hours |
| Essay and Arrangement for | |
| Symphonic Band or Orchestra | 9 quarter hours |

MASTER OF MUSIC EDUCATION

The degree of Master of Music Education is conferred at the recommendation of the graduate committee upon the fulfillment of the following requirements:

1. The candidate must have completed forty-five quarter hours of graduate study with a major in Music Education.
2. The following distribution of credits is required:

| | |
|--|------------------|
| Applied Music | 6 quarter hours |
| Music Education 533, 534, 535 | 6 quarter hours |
| Music Education 530, 531, 532 | 6 quarter hours |
| General Education | 15 quarter hours |
| Theory courses selected from the following: | |
| Advanced Counterpoint (197, 198, 199) | 6 quarter hours |
| Composition 164, 165, 166 | 6 quarter hours |
| Advanced Orchestration (203, 204, 205) | 6 quarter hours |
| Analytical Technic 521, 522, 523 | 6 quarter hours |
| Conducting (Required without credit unless previously studied) | |
| Thesis | 6 quarter hours |

All students must pass an oral and written examination in the field in which they are taking their degree.

The candidate must have spent at least one academic year (three quarters, or three summer quarters, of twelve weeks each) in residence in Mississippi Southern College, Division of Fine Arts. Applied music study is required throughout the year of graduate study.

REGULATIONS

ADMISSION REQUIREMENTS: Admission to graduate study in the Division of Fine Arts (Music) will be granted at the discretion of the graduate committee under the following conditions:

1. The candidate must have graduated from an accredited institution

- with the degree of Bachelor of Music or Bachelor of Science with music as a major or an equivalent degree.
2. He must present undergraduate credit of not less than 180 quarter hours.
 3. The average grade of his undergraduate scholarship must have been not less than C, the average of his major subject not less than B. Only work of a grade of B or above will be accepted for graduate credit.
 4. He must take a theory placement examination.

TESTS AND AUDITIONS: A testing program, for advising purposes, is one of the functions of the graduate school. The tests are given during the first week of the fall quarter and the first week of the summer quarter (for summer session students only) and are required of all graduate music students. Auditions for applied majors are given at the same time. Approval of the Graduate Faculty in Music must first be obtained before a student may major in an applied field.

DEFICIENCIES: The College shall have the power to decide wherein a student is in any manner deficient, regardless of the number of credits accumulated, and shall recommend means whereby such deficiency may be removed.

CANDIDACY FOR A DEGREE: Admission to study in the graduate school does not imply acceptance to candidacy for a degree. In order to become an actual candidate for the Master of Music degree or Master of Music Education degree, the student must meet the requirements of the approved list at least one quarter before the expected date of graduation. This involves (1) maintaining a satisfactory level of work in graduate courses (no grade less than "B"), and (2) presenting a brief outline for the treatment of the thesis topic. Upon the completion of the course work and of the thesis, the candidate must be prepared to pass an oral examination on the material of his thesis.

ENSEMBLE: All resident graduate students shall attend recitals and be enrolled in the Hattiesburg Choral Union, Symphonic or College Concert Band.

EXPENSES

A registration fee of \$10.00 is required of all graduate students as a matriculation fee in the Graduate School. The fee is paid once, and only once, by the student during his period of residence as a graduate student at Mississippi Southern College. This fee is not refundable.

QUARTER

| Quarter Hours | Incidental Fee | Charge Veteran (Out-of-State Tuition) |
|---|-------------------|---|
| 12-16 (full load) | \$42.00 | \$66.66 |
| 9-11 ($\frac{3}{4}$ load), per qtr. hr. | 4.00 | 49.99 |
| 6- 8 ($\frac{1}{2}$ load), per qtr. hr. | 4.00 | 33.33 |
| 1- 5 ($\frac{1}{4}$ load), per qtr. hr. | 4.00 | 16.66 |

HALF QUARTER

| Quarter Hours | Incidental Fee | Charge Veteran (Out-of-State Tuition) |
|--|-------------------|---|
| 6-8 (full load), per qtr. hr. | \$ 4.00 | \$33.33 |
| 1-5 ($\frac{1}{2}$ load), per qtr. hr. | 4.00 | 16.66 |

BOARD, ROOM AND LAUNDRY (Dormitory Students)

| | |
|---|---------|
| Board, per quarter..... | \$69.00 |
| Room, per quarter..... | 18.00 |
| Laundry, (See note below), per quarter..... | 12.24 |

Board, room and laundry may be paid as follows: One-half upon entrance and the balance at the begining of the second half of the quarter. Laundry service is optional with the student, and this amount may be eliminated.

Dormitory students registering for one-half quarter will be only due one-half board, room and laundry, with laundry optional.

VETERANS

Korean Veterans Refer to Regular Fees

Fees paid by use of G. I. Bill of Rights.

Books, Supplies and Laboratory fees paid by use of G. I. Bill of Rights.
Room, Board and Laundry:

| | |
|---|---------|
| Payable at beginning of quarter on entrance..... | \$49.62 |
| Payable at beginning of second half of quarter..... | 49.62 |

*Laundry service is optional with the student. This amount may be deducted from total fees if student can have laundry done at home.

SPECIAL REFUND POLICY FOR VETERANS ONLY

Non-Resident (Out-of-State) Tuition

| Period of Veterans Actual Attendance in Institution From Date of Enrollment | Length of Regular Quarter: 12 Weeks Length of Summer Quarter: 10-11 Week Percent of Non-Resident (Out-of-State) Tuition Fees to be Charged: | |
|---|--|----------------|
| | Regular Quarter | Summer Quarter |
| One week or less..... | 20% | 25% |
| Between one and two weeks..... | 40 | 50 |
| Between two and three weeks..... | 60 | 75 |
| Between three and four weeks..... | 80 | 100 |
| Between four and five weeks..... | 100 | 100 |
| Over five weeks | 100 | 100 |

All Charges Other Than Non-Resident (Out-of-State) Tuition

| Period of Veterans Actual Attendance in Institution From Date of Enrollment | Length of Regular Quarter: 12 Weeks Length of Summer Quarter: 10-11 Week Percent of Fees to be charged other than Non-Resident (Out-of-State) Tuition or Fee: | |
|---|---|----------------|
| | Regular Quarter | Summer Quarter |
| Three days or less..... | 0 | 0 |
| Four days to one week..... | 20% | 25% |
| Between one and two weeks..... | 40 | 50 |
| Between two and three weeks..... | 50 | 50 |
| Between three and four weeks..... | 50 | 50 |
| Between four and five weeks..... | 50 | 50 |
| Between five and six weeks..... | 50 | 100 |
| Over six weeks..... | 100 | 100 |

LABORATORY AND COURSE FEES PER QUARTER

Music:

| | |
|--|---------|
| Piano, Organ, Voice: | |
| 2 private lessons per week, per quarter..... | \$32.00 |
| 1 private lesson per week, per quarter..... | 16.00 |
| Strings, Woodwinds, Brasses: | |
| 2 private lessons per week, per quarter..... | \$30.00 |
| 1 private lesson per week, per quarter..... | 15.00 |
| Theoretical Subjects: | |
| 2 private lessons per week, per quarter..... | \$30.00 |
| 1 private lesson per week, per quarter..... | 15.00 |
| Theoretical Courses, per quarter hour..... | 2.50 |
| (521, 522, 523, 524, 525, 526) | |
| Practice 1 hour daily, per quarter..... | 3.00 |
| Each additional hour daily, per quarter..... | 1.00 |
| Organ rental for 1 hour daily, per quarter..... | 12.00 |
| Each additional hour daily, per quarter..... | 3.00 |
| Orchestral and Band Instrument rental, per quarter..... | 6.00 |
| (The College owns several string, brass and woodwind instruments that are available to students for practice at special fee stated above). | |

Should any class not materialize, students will be advised to take the course privately at special fees stated above.

| | |
|--|---------|
| Out of State Tuition | \$66.66 |
| Late Registration fee..... | 2.00 |
| Each transcript of credits after the first | 1.00 |
| The Southerner | 6.00 |
| Graduation fee | 7.00 |
| Rental on cap and gown (approximately)..... | 4.80 |
| Special Examination Fee..... | 1.00 |
| Change of Schedule..... | 1.00 |

BUSINESS REGULATIONS

Announcements concerning expenses, fees, and furnishings are subject to change without notice and may not be regarded as binding obligations of the college. In time of changing conditions, it is especially necessary to have this definitely understood.

Should a student withdraw three days after date of registration all fees will be refunded. (Except Registration fee.)

Should a student withdraw for any reason prior to mid-term of any quarter fifty (50%) of Incidental Fee will be refunded and pro rata percentage of board and laundry fees will be refunded.

Should a student withdraw after mid-term of any quarter under no circumstances will any part of Incidental Fee be refunded, but a pro rata percentage of board and laundry fees will be refunded.

Special or Laboratory Fees will not be refunded under any circumstances after a student has been in attendance for three days.

All students, faculty, officers and employees rooming in dormitories are required to take their meals in the college dining hall. Others who take part of their meals in the dining hall are charged per meal.

No deduction in living expenses is made for an absence of less than two continuous weeks, and then only when the absence is necessary and is re-

ported to the Secretary's office five days in advance. No reduction of board is made on account of late entrance.

No lesson in music or laboratory course is given until fee is paid and receipt presented to instructor.

While no deposit is required for loss and damage, any amount charged to a student must be paid before examinations are permitted.

Graduation fee is payable at time application is submitted. This fee is not refundable.

Thesis (graduate students under Plan I). Actual cost of charts, typing materials, etc., payable by G. I. Bill of Rights on presentation of bills by veterans to College. Estimated cost, \$75.00.

MAJOR COURSE PATTERNS

SCHOOL ADMINISTRATION AND SUPERVISION MAJOR

CORE COURSES

EDUCATION 500—Educational Research. Two hours.

EDUCATION 504—Foundations in American Education. Four hours.

EDUCATION 506—Fundamentals of Guidance. Four hours.

TOTAL—10 Hours.

CURRICULUM PRESCRIPTIONS*

EDUCATION 512—Statistical Methods. Two hours.

EDUCATION 514A—Methods of Educational Research. Two hours.

EDUCATION 514B—Thesis. Eight hours. (Credit deferred until thesis completed)**

EDUCATION 516—Secondary School Administration. Four hours.

EDUCATION 520—Local School Administration. Four hours.

EDUCATION 526—Supervision of Instruction. Four hours.

EDUCATION 568—School Finance, Business Affairs, and School Property. Four hours.

EDUCATION 570—Problems Relating to Education in Rural Areas. Four hours.

TOTAL—26 or 34 hours.

FREE ELECTIVES—11 or 3 hours.

Specific courses highly recommended:

EDUCATION 508—Modern Curriculum Theory and Practice. Four hours.
(Or Education 528).

EDUCATION 510—Advanced Educational Psychology. Four hours.

EDUCATION 522—Organization and Administration of pupil guidance. Four hours.

EDUCATION 540—Problems of Administration in Health, Physical Education and Recreation. Four hours.

*Courses listed under Curriculum Prescriptions are required courses.

**Required only of students writing thesis.

45 QUARTER HOURS REQUIRED FOR GRADUATION.

SECONDARY EDUCATION MAJOR

CORE COURSES

EDUCATION 500—Educational Research. Two hours.

EDUCATION 504—Foundations in American Education. Four hours.

EDUCATION 506—Fundamentals of Guidance. Four hours.

TOTAL—10 Hours.

EDUCATION 502—Organization and Administration of Public Education. Two hours.

EDUCATION 508—Modern Curriculum Theory and Practice. Four hours.

EDUCATION 510—Advanced Educational Psychology. Four hours.

EDUCATION 512—Statistical Methods. Two hours.

EDUCATION 514A—Methods of Educational Research. Two hours.

EDUCATION 514B—Thesis. Eight hours. (Credit deferred until thesis completed.)*

TOTAL—24 or 32 hours.

FREE ELECTIVES—21 or 13 hours.

The Free Electives may be chosen from a subject-matter field to the extent of a minor or may include other professional courses, as approved by the student's Committee. Students not having credit in a methods course in the academic field of specialization shall elect the undergraduate course in their minor field.

Teachers in the high schools of Mississippi who desire to strengthen themselves in the subject matter fields while they pursue further work in their professional training may do so by taking approximately two-thirds of their total required courses in the purely academic work.

Biology, commerce, English, mathematics and social science teachers may take a degree in secondary education with emphasis in teaching in their particular field of interest. It is advised that Secondary Education majors take a minimum of fourteen quarter hours in a subject matter field. Other departments will be added from time to time.

45 QUARTER HOURS REQUIRED FOR GRADUATION.

*Required only of students writing thesis.

ELEMENTARY EDUCATION MAJOR

CORE COURSES

EDUCATION 500—Educational Research. Two hours.

EDUCATION 504—Foundations in American Education. Four hours.

EDUCATION 506—Fundamentals of Guidance. Four hours.

TOTAL—10 Hours.

CURRICULUM PRESCRIPTIONS

EDUCATION 502—Organization and Administration of Public Education. Two hours.

EDUCATION 514B—Thesis. Eight hours. (Credit deferred until thesis completed.)*

EDUCATION 528—Curriculum Problems in the Elementary School. Four hours.

EDUCATION 530—Research in Reading. Four hours.

EDUCATION 532—Measuring Results in Elementary Education. Four hours.

EDUCATION 574—Psychology and Education of the Elementary School Child. Four hours.

TOTAL—28 or 36 hours.

FREE ELECTIVES—17 or 9 hours.

Specific courses highly recommended:

- EDUCATION 518—The Elementary School Principal. Four hours.
EDUCATION 526—Supervision of Instruction. Four hours.
EDUCATION 536—Practicum in Reading. Four hours.
EDUCATION 576—Pre-School Education for School Entrance. Four hours.
EDUCATION 578—Art in Child Development. Four hours.

45 QUARTER HOURS REQUIRED FOR GRADUATION.

*Required only of students writing thesis.

ELEMENTARY SUPERVISORS MAJOR

CORE COURSES

- EDUCATION 500—Educational Research. Two hours.
EDUCATION 504—Foundations in American Education. Four hours.
EDUCATION 506—Fundamentals of Guidance. Four hours.
TOTAL—10 Hours.

CURRICULUM PRESCRIPTIONS

- EDUCATION 502—Organization and Administration of Public Education. Two hours.
EDUCATION 514B—Thesis. Eight hours. (Credit deferred until thesis completed.)*
EDUCATION 526—Supervision of Instruction. Four hours.
EDUCATION 528—Curriculum Problems in the Elementary School. Four hours.
EDUCATION 530—Research in Reading. Four hours.
EDUCATION 532—Measuring Results in Elementary Education. Four hours.
EDUCATION 574—Psychology and Education of the Elementary School Child. Four hours.

TOTAL—32 or 40 hours.

FREE ELECTIVES—13 or 5 hours.

Sepecific courses highly recommended:

- EDUCATION 518—The Elementary School Principal. Four hours.
EDUCATION 536—Practicum in Reading. Four hours.
EDUCATION 576—Pre-School Education for School Entrance. Four hours.
EDUCATION 578—Art in Child Development. Four hours.

45 QUARTER HOURS REQUIRED FOR GRADUATION.

*Required only of students writing thesis.

MAJOR IN THE PSYCHOLOGY OF READING

PREREQUISITE COURSES: If not completed at the undergraduate level, must be made up as "400" courses.

- EDUCATION 107—Reading and Language Arts. Four hours.
EDUCATION 108—Diagnostic and Remedial Reading. Four hours.
EDUCATION 110—Clinical Practices. Four hours.
PSYCHOLOGY 198—Individual Psychological Techniques. Four hours.
PSYCHOLOGY 137—Mental Hygiene or Psychology 191, Abnormal Psychology. Four hours.

CORE COURSES

- EDUCATION 500—Educational Research. Two hours.
EDUCATION 504—Foundations in American Education. Four hours.
EDUCATION 506—Fundamentals of Guidance. Four hours.

TOTAL—10 Hours.

EDUCATION 532—Measuring Results in Elementary Education. Four hours.

EDUCATION 530a, b—Research in Reading. Eight hours.

EDUCATION 536—Practicum in Reading. Four hours.

EDUCATION 514B—Thesis. Eight hours. (Credit deferred until thesis completed.)*

TOTAL—16 or 24 hours.

Highly Recommended electives:

EDUCATION 526—Supervision of Instruction. Four hours.

EDUCATION 528—Curriculum Problems in Elementary School. Four hours.

EDUCATION 510—Psychology of Learning. Four hours.

EDUCATION 574—Psychology and Education of the Elementary School Child. Four hours.

EDUCATION 512—Educational Statistics. Two hours.

EDUCATION 502—Organization and Administration of Public Education. Two hours.

Other electives may be substituted with permission of the advisor.

*Required only of students writing thesis.

HEALTH AND PHYSICAL EDUCATION MAJOR

Prerequisite: An undergraduate major or minor in health and/or physical education—thirty quarter hours or the equivalent.

CORE COURSES

EDUCATION 500—Educational Research. Two hours.

EDUCATION 504—Foundations in American Education. Four hours.

EDUCATION 506—Fundamentals of Guidance. Four hours.

TOTAL—10 hours.

CURRICULUM PRESCRIPTIONS

EDUCATION 514B—Thesis. Eight hours. (Credit deferred until thesis completed).

EDUCATION 540—Problems of Administration in Health, Physical Education, and Recreation. Four hours.

EDUCATION 542—Problems of Curriculum in Health and Physical Education. Four hours.

EDUCATION 544—Foundation and Trends in Health and Physical Education. Four hours.

EDUCATION 545—Problems in Recreation. Four hours.

EDUCATION 546—Advanced School Hygiene. Four hours.

HEALTH 494—Tests and Measurements in Health and Physical Education. Four hours.

TOTAL—34 or 42 hours.

FREE ELECTIVES—3 or 11 hours.

45 QUARTER HOURS REQUIRED FOR GRADUATION

ALTERNATIVE PATTERN FOR HEALTH SOCIAL WORKERS

CORE COURSES

Same as above. 10 hours.

CURRICULUM PRESCRIPTIONS

EDUCATION 540 or 542.

EDUCATION 546.

Eight hours in mental hygiene, sociology, and guidance.

TOTAL—16 or 24 hours.

FREE ELECTIVES—11 or 19 hours.

HOME ECONOMICS EDUCATION MAJOR

The Master's Program in Home-Economics Education is designed for (1) teachers of Homemaking Education in the Public Schools. (2) teachers of Home Economics on the Junior College Level and (3) those interested in supervisory positions in Home Economics. Those preparing for teaching homemaking may follow Plan I or II as described in this bulletin. Those preparing for teaching Home Economics on the college level and for supervisory positions in Home Economics are advised to follow Plan I.

Students who elect this major for their Master's degree should have complied with the undergraduate requirements in home-economics education or should have had the equivalent. In planning for the courses in the master's program, a student should select 10 to 14 hours from education, 10 to 14 hours from home economics education, and 16 to 24 hours from subject-matter courses.

CURRICULUM

I. Courses in Education to total 10 to 14 quarter hours. Select courses from each of the following areas:

A. Philosophy

EDUCATION 504—Foundations in American Education. Four hours.

B. Research

EDUCATION 500—Educational Research. Two hours.

EDUCATION 514A—Methods of Educational Research. Two hours.*

C. Guidance, Audio-Visual Education, Secondary Education, Elementary Education, Statistics.

EDUCATION 506—Fundamentals of Guidance. Four hours.

EDUCATION 508—Modern Curriculum Theory and Practice. Four hours.

EDUCATION 510—Advanced Educational Psychology. Four hours.

EDUCATION 512—Statistical Methods. Two hours.

EDUCATION 515—Survey of Audio-Visual Education. Four hours.

EDUCATION 519—Utilization and Selection of Audio-Visual Materials. Four hours.

EDUCATION 521—Production of Audio-Visual Materials. Four hours.

EDUCATION 526—Supervision of Instruction. Four hours.

EDUCATION 574—The Psychology and Education of the Elementary School Child. Four hours.

EDUCATION 576—Pre-School Education for School Entrance. Four hours.

EDUCATION 578—Art in Child Development. Four hours.

II. Courses in Home Economics Education to total 10 to 14 quarter hours exclusive of thesis.

*Required of those who follow Plan I.

*HOME ECONOMICS EDUCATION 514B—Thesis. Eight hours.
HOME ECONOMICS 600—Supervision of Home Economics. Four hours.

HOME ECONOMICS 602—Home Economics in American Education. Four hours.

HOME ECONOMICS 604—Curriculum Problems in Home Economics. Four hours.

HOME ECONOMICS 608—Seminar in Home Economics. Two to six hours.

HOME ECONOMICS 612—Special Problems in Home Economics. Two to six hours.

HOME ECONOMICS 400—Teaching Homemaking to Adults. Five hours.

III. Courses in areas of subject matter to a total of 16 to 20 quarter hours may be taken from the following, depending upon the interest of the student and the recommendation of the advisor. (Courses in Home Economics, Sociology and Health).

HOME ECONOMICS 670—Textiles: Recent Developments Two hours.

HOME ECONOMICS 674—Special Problems in:

Two to six quarter hours may be earned in any of the following areas:

- a. Clothing
- b. Household Equipment
- c. Child Development
- d. Nutrition
- e. Housing
- f. Family Living
- g. House Furnishings
- h. Home Management

HOME ECONOMICS 675—Community Health and Nutrition. Four hours.

HOME ECONOMICS 677—The Nutrition of Children. Four hours.

HOME ECONOMICS 420—Advanced Child Development. Four hours.

HOME ECONOMICS 442—Experimental Foods. Four hours.

HOME ECONOMICS 444—The School Lunch. Four hours.

HOME ECONOMICS 451—Marriage Problems and The Family. Four hours.

HOME ECONOMICS 476—Diet in Disease. Four hours.

HOME ECONOMICS 478—Advanced Nutrition. Four hours.

*Required of those who follow Plan I.

COURSE PATTERNS FOR MAJORS IN THE SEVERAL TEACHING FIELDS

MAJOR IN TEACHING BIOLOGICAL SCIENCES

Requirements for admission:

The candidate should be a graduate of a recognized senior college with a minimum of 24 quarter hours in the biological sciences.

Professional Course Requirements:

EDUCATION 500—Educational Research. Two hours.
EDUCATION 504—Foundations in American Education. Four hours.
EDUCATION 506—Fundamentals of Guidance. Four hours.
EDUCATION 510—Advanced Educational Psychology. Four hours.
TOTAL—14 hours.

Subject Matter Course Requirements:

The candidate must earn 28 quarter hours, selected with the approval of the Head of the Division from graduate Biology courses described in this Bulletin.

TOTAL—42 hours.

FREE ELECTIVES—Three hours.

45 QUARTER HOURS REQUIRED FOR GRADUATION.

MAJOR IN TEACHING COMMERCE**Professional Course Requirements:**

EDUCATION 500—Educational Research. Two hours.
EDUCATION 504—Foundations in American Education. Four hours.
EDUCATION 506—Fundamentals of Guidance. Four hours.
EDUCATION 510—Advanced Educational Psychology. Four hours.
TOTAL—14 hours.

Subject Matter Course Requirements:

The candidate must earn a minimum of 24 hours in graduate Commerce courses numbered from 400 through 596 and described in this Bulletin.

TOTAL—38 hours.

FREE ELECTIVES—Seven hours.

45 QUARTER HOURS REQUIRED FOR GRADUATION.

**ALTERNATIVE PATTERN FOR TEACHING BUSINESS
EDUCATION****Professional Course Requirements:**

Same as above. 14 hours.

Subject Matter Course Requirements:

A minimum of 16 hours selected from the courses listed under Major in Teaching Commerce, plus the following Business Education Courses:

COMMERCE 495—Foundations of Business Education. Four hours.
COMMERCE 596—Selecting and Teaching Senior High School and Junior College Business Subjects. Four hours.
TOTAL—38 hours.

FREE ELECTIVES—Seven hours.

45 QUARTER HOURS REQUIRED FOR GRADUATION.

MAJOR IN THE TEACHING OF ENGLISH**Professional Course Requirements:**

EDUCATION 504—Foundations in American Education. Four hours.
EDUCATION 506—Fundamentals of Guidance. Four hours.
EDUCATION 510—Advanced Educational Psychology. Four hours.
TOTAL—12 hours.

CURRICULUM PRESCRIPTIONS

A candidate must earn 33 hours in English selected from courses listed in this bulletin. All students working for the M.A. degree with English as a major field must write a thesis.

**MAJOR IN THE TEACHING OF HISTORY OR OF THE
SOCIAL STUDIES**

PREREQUISITE FOR ADMISSION: Applicant must have completed at least 12 hours of appropriate advanced work in the Social Studies.

Professional Course Requirements:

EDUCATION 500—Educational Research. Two hours.

EDUCATION 504—Foundations in American Education. Four hours.

EDUCATION 506—Fundamentals of Guidance. Four hours.

EDUCATION 510—Advanced Educational Psychology. Four hours.

TOTAL—14 hours.

Subject Matter Course Requirements:

Each candidate must earn 27 or 28 hours in Social Studies courses, at least half of which must be of strictly graduate level. History 514A must be included, and must be taken during the first quarter of graduate work in the Division of Social Studies. If the candidate wishes a degree in the teaching of history, he will devote these 27 or 28 hours entirely to history. If he wishes a degree in the teaching of the social studies, he must include other social studies courses. Each student, with his advisor, should plan to take courses that will meet his individual needs or weaknesses.

Each student must take at least one seminar in the social studies field.

A student must have the equivalent of a Class A teacher's license before being approved for the Master's degree.

TOTAL—42 hours.

FREE ELECTIVES—Three hours.

45 QUARTER HOURS REQUIRED FOR GRADUATION.

MAJOR IN THE TEACHING OF MATHEMATICS**Professional Course Requirements:**

EDUCATION 500—Educational Research. Two hours.

EDUCATION 504—Foundations in American Education. Four hours.

EDUCATION 506—Fundamentals of Guidance. Four hours.

EDUCATION 510—Advanced Educational Psychology. Four hours.

TOTAL—14 hours.

Subject Matter Course Requirements:

Each candidate must earn 28 hours in mathematics courses, at least half of which must be in strictly graduate courses.

TOTAL—42 hours.

FREE ELECTIVES—Three hours.

45 QUARTER HOURS REQUIRED FOR GRADUATION.

AREA OF SPEECH EDUCATION**MAJOR IN GENERAL SPEECH**

PREREQUISITE: A minimum of two courses in speech or an acceptable equivalent.

Professional Course Requirements:

EDUCATION 500—Educational Research. Two hours.

EDUCATION 504—Foundations in American Education. Four hours.

EDUCATION 506—Fundamentals of Guidance. Four hours.

EDUCATION 510—Advanced Educational Psychology. Four hours.

TOTAL—14 hours.

Subject Matter Course Requirements:

These courses are divided into groups A, B, C, D, E. If a thesis is written, with the consent of the Chairman of the Division of Speech Arts, six hours must be chosen from group A, eight hours must be chosen from group B, four from group C, four from group D, and six from group E. If a thesis is not presented, the six hours of group A must be divided among group C, D, and E.

GROUP A

SPEECH 514B—Thesis. Six hours.

GROUP B

SPEECH 404—Acting. Four hours.

SPEECH 405—Interpretation. Four hours.

SPEECH 451—Directing. Four hours.

SPEECH 453—Advanced Acting. Four hours.

GROUP C

SPEECH 407—Discussion. Four hours.

SPEECH 408—Debate. Four hours.

SPEECH 458—Teaching Speech in the Secondary School. Four hours.

SPEECH 462—History and Criticism of American Oratory. Four hours.

ENGLISH 609—Seminar in Communications. Two hours.

GROUP D

SPEECH 463—Public Address. Four hours.

SPEECH 543—Rhetorical Criticism. Four hours.

GROUP E

SPEECH 431—Introduction to Speech Correction. Four hours.

SPEECH 580—Observation in Clinic. One hour.

SPEECH 581—Beginning Clinical Practice. One to four hours.

SPEECH 584—Intermediate Clinical Practice. One to four hours.

SPEECH 587—Advanced Clinical Practice. One to four hours.

TOTAL—28 hours.

45 QUARTER HOURS REQUIRED FOR GRADUATION.

MAJOR IN SPEECH CORRECTION AND HEARING

PREREQUISITE: A minimum of two courses in speech or an acceptable substitute.

Professional Course Requirements:

EDUCATION 500—Educational Research. Two hours.
 EDUCATION 504—Foundations in American Education. Four hours.
 EDUCATION 506—Fundamentals of Guidance. Four hours.
 EDUCATION 510—Advanced Educational Psychology. Four hours.
TOTAL—14 hours

Subject Matter Course Requirements:

These courses are divided into three groups—A, B, C. If a thesis is written, with the consent of the Chairman of the Division of Speech Arts, six hours must be chosen from group A, twelve from group B, and eight from group C. If a thesis is not present, the six hours of group A must be divided evenly between groups B and C. Speech 431, 432, or 433, and 457 and 458 are required in group B unless there is sufficient evidence of prior work in these fields.

GROUP A

SPEECH 514B—Thesis. Six hours.

GROUP B

SPEECH 430—Auditory and Speech Mechanisms. Two hours.
 SPEECH 431—Introduction to Speech Correction. Four hours.
 SPEECH 432—Speech Correction. Four hours.
 SPEECH 433—Audiometry and Hearing Aids. Four hours.
 SPEECH 434—Auditory Training. Two hours.
 SPEECH 435—Teaching Speech Reading. Two hours.
 SPEECH 457—Teaching Speech in the Elementary School. Four hours.
 SPEECH 459—Methods in Speech and Hearing. Four hours.
 SPEECH 542—Speech Science. Four hours.

GROUP C

SPEECH 580—Observation. One hour.
 SPEECH 581—Beginning Clinical Practice. One to four hours.
 SPEECH 584—Intermediate Clinical Practice. One to four hours.
 SPEECH 587—Advanced Clinical Practice. One to four hours.
TOTAL—27 hours.

ELECTIVES:

A four hour elective may be chosen from one of two groups: Psychology or Special Education.

45 QUARTER HOURS REQUIRED FOR GRADUATION.

MAJOR IN COMMUNICATION

This program is designed for the secondary school or junior college teacher who teaches Communication or both Speech and English.

Professional Requirements: 14 or 16 hours.

EDUCATION 454—Reading in the Secondary School. Four hours.
 EDUCATION 510—Advanced Educational Psychology. Four hours.
 EDUCATION 504—Foundations of American Education. Four hours.
 JOURNALISM 456—Supervision of School Publications. Four hours.
 EDUCATION 464—Student Activities in the Secondary School. Two hours.
 SPEECH 23 hours

Twenty-three hours must be taken from the following groups: Group A—4 hours, Group B—8 hours, Group C—7 hours, and Group D—4 hours.

A. PUBLIC ADDRESS—4 hours.

SPEECH 407—Discussion.

SPEECH 408—Discussion.

SPEECH 410—Public Speaking.

SPEECH 462—History and Critics.

SPEECH 463—Public Address.

SPEECH 543—Rhetorical Criticism. Four hours.

B. DRAMA—8 hours.

SPEECH 404—Acting. Four hours.

SPEECH 405—Interpretation. Four hours.

SPEECH 422—Stagecraft. Four hours.

SPEECH 423—Stage Design and Lighting. Four hours.

SPEECH 451—Directing. Four hours.

SPEECH 453—Advanced Acting. Four hours.

C. SPEECH CORRECTION—7 hours.

SPEECH 431—Introduction to Speech Correction. Four hours.

SPEECH 432—Advanced Speech. Four hours.

SPEECH 580—Clinical Observation. One hour.

SPEECH 581—Clinical Practice. One to four hours.

D. METHODS—4 hours.

SPEECH 458—Teaching Speech in High School. Four hours.

SPEECH 459—Methods in Speech Correction and Hearing. Four hours.

ENGLISH 20 hours

Required 8 hours

ENGLISH 503—Modern English Usage. Four hours.

ENGLISH 504—Seminar in the Teaching of Composition. Four hours.

ELECTIVES—12 hours.

12 hours of English courses listed in this bulletin to be selected with the consent of the student's major professor. If the student has not had English 141, he must take it for undergraduate credit.

MASTER OF EDUCATION**COURSE PATTERNS****BASIC COURSES FOR MAJOR IN SCHOOL ADMINISTRATION
AND SUPERVISION**

EDUCATION 700a, b, c—Administrative Supervision. Two hours each quarter.

EDUCATION 702—Field Study. Eight hours.

EDUCATION 704—School-Community Relations. Four hours.

EDUCATION 706—Administration of School Buildings and Grounds. Four hours.

EDUCATION 708—Administration of Pupil Personnel. Four hours.

EDUCATION 710—School Law. Two hours.

TOTAL—28 hours.

ELECTIVES—17 hours.

Specific courses highly recommended for electives:

EDUCATION 712—Public Speaking. Two hours.

EDUCATION 714—State and Local Government Four hours.

EDUCATION 716—History of Public Education in the United States. Four hours.

EDUCATION 718—Comparative Philosophies of Education. Four hours.

NOTE: Where candidates for the Master of Education degree in School Administration have not taken the following courses during their first year of graduate work it is recommended that they take the following courses to strengthen their over-all knowledge of the field of general school administration.

EDUCATION 517—Organization and Administration of an Audio-Visual Program. Four hours.

EDUCATION 522—Organization and Administration of Pupil Guidance. Four hours.

EDUCATION 540—Problems of Administration in Health and Physical Education. Four hours.

BASIC COURSES FOR MAJORS IN SECONDARY EDUCATION

EDUCATION 702—Field Study. Eight hours.

EDUCATION 704—School-Community Relations. Four hours.

EDUCATION 710—School Law. Two hours.

EDUCATION 712—Public Speaking. Two hours.

EDUCATION 716—History of Public Education in the United States, including History of Education in Mississippi. Four hours.

EDUCATION 718—Comparative Philosophies of Education. Four hours.

EDUCATION 590—Methods and Techniques of Counseling. Four hours.

TOTAL—28 hours.

ELECTIVES: The student may elect seventeen hours from a subject matter field if the minor is one of the approved fields as outlined in this catalog.

BASIC COURSES FOR MAJORS IN ELEMENTARY EDUCATION

EDUCATION 702—Field Study. Eight hours.

EDUCATION 704—School-Community Relations. Four hours.

EDUCATION 710—School Law. Two hours.

EDUCATION 712—Public Speaking. Two hours.

EDUCATION 715—The Psychology of Learning. Four hours.

EDUCATION 716—History of Public Education in the United States, including History of Education in Mississippi. Four hours.

TOTAL—24 hours.

ELECTIVES: The student may elect twenty-one hours in a subject matter field or may take other courses in professional work, depending on the needs of the student.

Candidates for the Master of Education degree may elect any 500 or above numbered courses listed in the First Year Program, provided the student has not previously completed these courses.

COURSE DESCRIPTIONS

All undergraduate courses that may be allowed for graduate credit are numbered in the 400's when taken for graduate credit. All graduate courses are numbered in the 500's, 600's, or 700's and may NOT be taken by undergraduates.

DIVISION OF BIOLOGY

500—Special Problems in Biology.

Prerequisite: A thorough background in Biology.

Individuals will be assigned some specific problem in Biology to investigate under faculty direction. Credit will be determined by the quality and quantity of work done varying from 2 to a maximum of 8 hours.

402—Invertebrate Taxonomy (Exclusive of Insects.) Four hours.

Prerequisite: 24 quarter hours of Biology.

Consists of the collection, preservation, and classification of marine, freshwater, and terrestrial invertebrates, exclusive of insects. This course is designed to acquaint advanced students with the fundamental problems involved in the taxonomy of invertebrate types and to familiarize them with the literature regarding this group. Two lectures and two 2-hour laboratory periods each week.

415—Insect Study. Four hours.

Prerequisite: Biology 37, 38, 39.

This course will deal with the principle groups of insects. Life habits, structural features, life histories, and classification of certain species of economic and general significance will be considered.

420—Taxonomy of Higher Plants. Four hours.

Prerequisite: 20 quarter hours of biology, 8 of which must be Botany.

Two theory and two 2-hour laboratory periods each week.

Taxonomy and study of wild and cultivated plants. Theoretical laboratory, and field work.

439—Bacteriology. Four hours.

Prerequisite: 20 quarter hours of biology and 12 quarter hours of chemistry. A consideration of fundamental principles of bacteriology will be noted.

440—Genetics. Four hours.

Prerequisite: Biology 37, 38, 39.

A study of fundamental problems of inheritance and the cytological mechanics of heredity. The student will be required to make periodic reports on current literature in the Fields of Genetics and Heredity.

442—Protozoology. Four hours.

Prerequisite: Biology 37, 38, 39.

Two theory and two 2-hour laboratory periods each week.

Study of parasitic and free-living protozoa, life histories and anatomy of typical forms. The student is required to prepare permanent and temporary mounts of protozoa.

443-444—Comparative Anatomy. Eight hours.

Prerequisite: Biology 37, 38, 39.

Two theory periods and two 2-hour laboratory periods each week.

A comprehensive treatment of the comparative anatomy of chordates. Graduate students will be allowed credit for this course only upon specific permission of the instructor and the Dean of the Graduate School. Regular reading assignments in current biological journals will be made.

445—Applied Bacteriology. Four hours.

Prerequisite: Biology 37, 38, 39, organic chemistry, and at least one previous course in Bacteriology.

452—Field Botany. Six hours.

Taught at Gulf Coast Research Laboratory. A study of some typical areas of the coastal plain, an island and the marsh flora, will be made. Field trips will be conducted daily except Sunday. Plants will be collected, identified, and preserved in herbaria. These will become the property of the collector. Plant presses, herbarium paper, and other laboratory equipment necessary for the proper conduction of the courses will be supplied.

453—Marine Invertebrate Zoology. Nine hours.

Taught at the Gulf Coast Research Laboratory. A study of the structure, natural habitats, classification and economic importance of invertebrate species native to the water of the Mississippi Sound and around the outlying islands.

456—Fishes of the Gulf. Six hours.

Prerequisite: Eighteen quarter hours of Zoology.

An introduction to the study of fishes, including morphology, taxonomy, embryology, natural history, principles and techniques of conservation. Commercially important groups of fishes are collected and studied. Population studies are also conducted along with ecological surveys. Taught at Gulf Coast Research Laboratory.

458—Comparative Physiology of Marine Animals. Four and one-half hours.

Taught at Gulf Coast Research Laboratory.

Prerequisite: General Biology and General Chemistry.

Lectures and laboratory experimentation on fundamental physiological principles, using marine organisms. Fee—\$25.00.

459—Parasitology of Marine Animals. Four and one-half quarter hours.

Taught at Gulf Coast Research Laboratory.

Prerequisites Twenty-four quarters of Biology.

Laboratory and field study of the great variety of parasites found in marine fishes and invertebrates. Fee—\$25.00.

460—Marine Coastal Ecology. Four and one-half quarter hours.

Taught at Gulf Coast Research Laboratory.

Prerequisites: Two years of Zoology and one year of Botany.

A field and laboratory study of the relation of marine coastal organisms to their environment, and the inter-relationship of different species. Fee—\$18.00.

466—Microtechnique. Four hours.

Prerequisite: Biology 37, 38, 39.

Six hours laboratory and one hour lecture per week.

The techniques for the preparation of tissues for microscopic study and special techniques for revealing cytological details will be investigated. Extensive series of histological and cytological slides will be required of each student.

467—Histology. Four hours.

Prerequisite: 24 quarter hours of biology.

Three lecture periods and four hours laboratory each week.

A thorough study of the principle tissues and organs of the body.

487—Bacteriology. Four hours.

Prerequisite: 16 hours of biology, including one course in bacteriology and organic chemistry.

This is a course concerned specifically with pathological bacteria. Each student will be required to prepare papers dealing with current bacteriological research and advances.

488—Techniques in Biology for High School Teachers. Nine hours.

Prerequisite: 12 semester hours of biology given at the Gulf Coast Research Laboratory.

Methods for teaching biology to high school students with emphasis on the preparation and care of specimens, herbaria, museum materials, injection of animals, care of aquaria, preparation of culture of micro-organisms, elements of slide making and plastic mounts. This course should be valuable for high school science teachers and those preparing to teach. There will be opportunities during the course to collect representative specimens for school use. Laboratory Fee—\$36.00.

490—Embryology. Four hours.

Prerequisite: 24 quarter hours of biology.

A detailed study of embryological development of vertebrates. Maturation, fertilization, cleavage, origin and development of germ layers, histogenesis, and organogenesis are considered.

495-496-497—Ecology. Twelve hours.

Prerequisites: An acceptable background in Biology, Chemistry, and Physics.

Two hours lecture per week and four hours laboratory.

An intensive advanced study of the relationship between organisms and their environment.

499—History of Biology. Four hours.

Lectures and readings concerning the development and organization of biological sciences. The development of biological principles and theories will be emphasized. For seniors and graduate students only.

DIVISION OF COMMERCE

ACCOUNTING

400—Intermediate Accounting. Four hours.

Prerequisite: Twelve quarter hours of the principles of accounting.

Fundamental processes: Accounting statements; the accounting process; the accounting process illustrated. Current assets: Cash and temporary investments; receivables; inventories. Noncurrent assets; investments; plant and equipment; intangible assets and deferred charges; liabilities and proprietorship.

421—Advanced Accounting. Four hours.

Prerequisite: Accounting 100 or 400.

Analytical processes: Errors and their corrections; statements from incomplete data; statement analysis; statement of application of funds. Partnership accounting: Formation and operation; dissolution; joint ventures. Special sales procedures: Installment sales; consignments; agency and branch accounts.

421a—Advanced Accounting II. Four hours.

Prerequisite: Accounting 121 or 421.

Consolidations: Corporate combination; consolidated balance sheet; consolidated statement of profit and loss. Fiduciary and budgetary accounting; the statement of affairs; receivership accounts and statements; accounting for estates and trusts; accounting for governmental units. Actual science: Compound interest—amounts, present values, special problems.

422—Federal and State Tax Accounting. Four hours.

Prerequisite: Twelve quarter hours of the principles of accounting.

This course consists of an intensive study of the Federal and State tax structures with accounting problems based upon them. Special emphasis is placed on the employer's liabilities, tax returns, rates, computation and payment of the individual's, partnership owners', and corporation's Federal and State tax liability.

BUSINESS ADMINISTRATION

440—Business Organization and Finance. Four hours.

Prerequisite: Principles of Economics.

A study in the economics of business organization and combination through analysis of the forms of business organization and the economics of the corporation, investment company, trust, trade association, cartel community of interest, and holding company; a history of anti-trust legislation and the problems of preserving competition. Emphasis is placed on recent developments and trends.

466—Business Law. Four hours.

A study of the fundamental principles of law most frequently involved in business transactions, including the development of law, contract, master and servant, principle and agent, negotiable instruments, suretyship, and property and life insurance.

467—Business Law II. Four hours.

Prerequisite: Four quarter hours of business law.

A study of the principles of law that apply to bailor and bailee, carriers and shippers or passengers, vendor and vendee, mortgagor and mortgagee, landlord and tenant; the relation of partners, corporation and stockholders; property; deeds of conveyance.

BUSINESS EDUCATION

596—Selecting and Teaching Senior High School and Junior College Business Subjects. Four hours.

Prerequisite: Twelve quarter hours in principles of accounting and twelve quarter hours in shorthand.

A professional course for teachers of senior high school, technical or vocational business high school, or junior college business subjects, including

shorthand, typewriting, business English, office practice, bookkeeping, salesmanship, business law, economic geography, business arithmetic, etc. Teaching plans and observations of class room procedures are emphasized.

495—Foundation of Business Education. Four hours.

Prerequisite: Twelve quarter hours in principles of accounting and twelve quarter hours in shorthand.

A historical introduction to the basic principles and trends of business education including a history of business education and curriculum building for various school levels; the philosophy back of curriculum construction including the objectives of business education; guidance programs; both educational and occupational ability and fitness; also, a study of the writings and views of past and present leaders in business education.

ECONOMICS

411—Economic Development of Europe. Four hours.

Prerequisite: Principles of Economics.

A study of changing economic institutions and their effect on the development of European civilization from the time of the Roman Empire to the present time. This does not neglect the intellectual and political movements which had effect in changing the economic institutions as well as being the result of them.

412—Economic Development of the United States. Four hours.

Prerequisite: Principles of Economics.

A study of the evolution of our agriculture, industry, commerce, and finance as our economy advanced from the agrarian to the industrial state at present. Emphasis is also given to political thought, cultural changes, and the effect of exogenous forces such as wars and inventions on the economy.

427—Labor Problems. Four hours.

Prerequisite: Principles of Economics.

This course has the following aims: 1. To give the history of the labor movement and the present union structures; 2. To integrate economic analysis and industrial relation problems by showing the effects the capitalist economy and labor unions have on each other; 3. To survey current labor law and current labor problems.

429—Public Finance. Four hours.

Prerequisite: Principles of Economics.

A general course designed to acquaint the student with the various types of local, state, and federal taxes; principles of government finance; and the effects of government taxes and expenditures on the economy.

433—Money and Banking. Four hours.

Prerequisite: Principles of Economics.

A study of the nature and functions of money; an analysis of commercial banking operations; the Federal Reserve System; foreign exchange; the relation of banking to the entire economy.

469—Economic Theory. Four hours.

An advanced course in economic theory dealing with the theory of price, value and the distribution of our economic income. A rapid survey of economic theory from the time of Adam Smith to the present is given, followed by intensive study of present theory, especially that of Keynes.

480—Business Cycles. Four hours.

An analysis of business cycles with emphasis on their characteristics, history, theories of them, and various stabilization proposals.

MARKETING

430 (Formerly 453)—Principles of Marketing. Four hours.

Prerequisite: Principles of Economics.

A study of the principles, methods, and problems of marketing. The market structure is treated as a whole and marketing problems and the devices used in solving them are analyzed.

DIVISION OF EDUCATION

500—Educational Research. Two hours.

A self-directed course in some of the techniques of educational research. Library card catalogue, searching for headings, reference books of value to educators, the Education Index, professional periodicals, NEA publications, U. S. Office of Education publications, making a bibliography, evaluation of books, and many other topics are covered in this course. Required of all graduate students.

502—Organization and Administration of Public Education. Two hours.

This is a background course in the structure and administration of education on national, state, county, and local basis. This course is designed to give fundamental principles and general survey of the field of Educational Administration to teachers and principals. Required of all graduate students majoring in Secondary Education, Elementary Education, Elementary Supervision.

(This course cannot be used on the School Administration and Supervision major.)

504—Foundations in American Education. Four hours.

This brief survey of the philosophies, psychologies, and the basic history of American Education is intended to give the student a fundamental understanding of more specialized courses in these three educational fields. Required of all graduate students.

506—Fundamentals of Guidance. Four hours.

A brief survey of vocational and educational guidance practices is given in this course. It is intended to give teachers and administrators a fundamental understanding of the role of guidance in our public school programs. It is an introduction to other guidance courses available and is required of all graduate students.

508—Modern Curriculum Theory Practice. Four hours.

This course involves a critical study of the various elements of the curriculum. Emphasis is placed upon the implications of social life and the nature of the individual for curriculum development and procedures are evaluated in terms of these implications. Special attention will be put on local needs as determiners of curriculum offerings, and students will be encouraged to work out practical problems in the local schools.

510—Advanced Educational Psychology. Four hours.

This course is designed primarily for the graduate student who wishes to broaden his knowledge in the field of psychology of learning. A resume of the general principles as given in a beginning course in Educational Psychology will be given. Graduate students, however, will be expected to do advanced work in the field and to conduct certain individual experiments and participate in group experiments in which controlled studies are made of the learning activities of the individual and of the group.

512—Statistical Methods. Two hours.

Statistical data found in periodicals and various research studies will be dealt with in this course. Laboratory experience will be afforded in measures of central tendency, dispersion and correlation, and in graphic representation. (Seniors with 24 or more quarter hours in Education with quality rating of 1.5 points may be admitted to this course upon recommendation of the instructor.)

514A—Methods of Educational Research. Two hours.

Prerequisite: Education 500.

A course in the methods and techniques used in educational research. All candidates for a degree in School Administration must take this course and submit a written report at the end of the course evidencing familiarity with the tools of research.

514B—Thesis. Eight hours. (Credit deferred until thesis completed.)

515—Survey of Audio-Visual Education. Four hours.

An introductory course in audio-visual education open to graduate students without previous training in the field. Consideration will be given to mass media in education, research, and the psychological and philosophical bases for audio-visual education. Emphasis will be placed on the various types of audio-visual materials as instructional aids. This course is planned as an intensive survey of the field of audio-visual education on the graduate level.

Not open to students who have had Education 116 or the equivalent.

516—Secondary School Administration. Four hours.

A course designed to cover the practical problems encountered by a high school principal in the course of his work. Some topics to be considered are: the daily school schedule, school calendar, attendance, discipline, office management, records and reports, curricular and extra-curricular activities, selection and supervision of staff, the principal's professional growth and his relationship to the school, teachers and patrons.

517—Organization and Administration of an Audio-Visual Program. Four hours.

A study of functions, organization, and administration of the audio-visual program, with emphasis on staff and housing requirements and determining materials and equipment needs. Practical problems of developing the program and appraising its adequacy and effectiveness, will be considered.

Taught from the viewpoint of school administrators who anticipate organizing audio-visual programs in their school, and teachers interested in becoming building coordinators of audio-visual programs.

518—The Elementary School Principal. Four hours.

This course deals with the fundamental administrative problems of the principal. Consideration is given to managerial problems, current practices in administration of state, county and local systems, supervision and care of school plant, supplies and equipment, office work, school attendance, organization of curriculum, selection of personnel, parent and teacher cooperation, and general aspects of supervision of instruction. The professional leadership of the principal is stressed.

519—Utilization and Selection of Audio-Visual Materials. Four hours.

General principles, problems and practices involved in selecting and utilizing audio-visual materials for instructional purposes. Emphasis will be placed on the advantages, limitations, and practical uses of each major type of material. Criteria will be formulated for judging the technical and educational value of representative audio-visual materials. Taught from the viewpoint of teachers, supervisors, and directors of audio-visual programs.

520—Local School Administration. Four hours.

A course particularly designed for the local school superintendent (city, county, town or consolidated district). The course deals with the various internal and external problems of the school superintendent, but particularly with the legal, financial and school plant problems of the local school system. Education 520, 568 and 570 constitute the basic courses for all majors in school administration.

521—Production of Audio-Visual Materials. Four hours.

A course in the production of audio and visual materials for class room use. The board areas of graphics, still, motion, and audio will be covered. The problems and possibilities of local production will be explored. Emphasis will be placed on selecting and organizing subject matter, preparing scripts, and solving technical problems of production. Of value to teachers interested in producing materials for their own use, or to audio-visual directors interested in production as a part of the local program.

522—Organization and Administration of Pupil Guidance. Two hours.
Prerequisite: Education 506.

The course stresses the administrative relationship involved in instituting and maintaining guidance programs in the public schools, institutions of higher learning, and other social agencies. It is primarily a course for superintendents, principals, teachers, counsellors, and others who have the responsibility of guidance in the public schools. The course deals with principles and techniques for the formulation and evaluation of a complete guidance program including inventories, counseling, placement and follow-up.

526—Supervision of Instruction. Four hours.

A practical course in supervision from the standpoint of the elementary or high school principal, supervisor or superintendent. The course deals with principles, nature and procedures in supervision. Emphasis is put on growth of teachers in service.

528—Curriculum Problems in the Elementary School. Four hours.

This course involves a critical study of the various elements of the curriculum. Emphasis is placed upon the implications of social life and the nature of the individual for curriculum development. Various curriculum procedures are evaluated in terms of these implications.

530 a, b, c—Research in Reading. Four, eight or twelve hours.

An advanced course for Graduate students interested in individual and group research in methods, materials, and procedures of instruction in reading. Different areas of research will be studied each time the course is offered. The course may be taken three times for credit.

532—Measuring Results in Elementary Education. Four hours.

The purpose of this course is to equip the teacher for more effective selection and construction of test instruments for measuring specific achievement of teaching objectives and for statistical interpretation of data. Standardized tests will be administered to groups of elementary pupils, their results analyzed and correlated with factors such as teachers' marks, scholastic achievement, and I.Q. ratings. Attention will also be given to the preparation and use of teacher-made tests. In this way the elementary teacher is prepared more adequately to: (1) administer and diagnose tests, (2) measure pupil progress, (3) evaluate the results of teaching.

535 a, b, c—Special Problems. One to three hours.

A course to be approved by the appropriate department head to develop knowledge and facility in the special field of interest for the student. This course requires the preparation of a scholarly paper under the supervision of a member of the graduate faculty. It makes it possible for students to develop areas of knowledge not presently covered by course offerings. The only prerequisite is the completion of a course or courses offered in the general area of the topic selected.

536—Practicum in Reading. Four hours.

A laboratory course in the Reading Analysis Division consisting of analysis of extreme reading disabilities, case typing, prognosis, and recommended remedial procedures. Experience is provided in techniques, procedures, and the preparation of case reports. Individual Reading Clinic practice under supervision arranged by appointment.

555 a, b—Field Problems in Production. Four or eight hours.

A course designed to give the student an opportunity to study local school problems under the careful supervision of trained authorities in the field of educational research. These problems may be in such areas as curriculum revision, courses of study construction, evaluation of methods, building projects, community surveys, etc. The course may be taken only twice for credit.

568—School Finance, Business Affairs, and School Property. Four hours.

Topics to be studied are: public support of education; federal aid; dis-

tribution of school funds; equalizing opportunities to children; financial accounting; records and reports; budget making; school costs, transportation; insurance; management of equipment and supplies; indebtedness; landscaping and beautification of grounds; operation and management and maintenance of school property; good house-keeping.

570—Problems Relating to Education in Rural Areas. Four hours.

The following problems and topics will be studied: Aims and functions of the school in relation to the community; school law; location and planning of buildings; transportation; selection of teacher; salaries; tenure; supervision; in-service education; classification of pupils; records and reports; the junior high school; the curriculum; student activities; publicity; the Parent-Teacher Association; and other problems related primarily to rural areas.

572—Occupational Information in Guidance. Four hours.

Prerequisite: Education 506.

This course emphasizes the vocational aspects of guidance. It presents briefly the need, origin, philosophy and present practices of vocational guidance. It is designed to provide the teacher and administrator with the source and content of occupational information, with the techniques for evaluation of the information, and with successful methods of disseminating occupational and training information. Units on occupational surveys and the structure and use of dictionary of Occupational Titles are included.

574—The Psychology and Education of the Elementary School Child. Four hours.

This course deals with the mental, motor, social and emotional development of children of the elementary school age. The treatment stresses the application of developmental psychology to education and guidance. Child life is considered as a progressive development rather than as a mere succession of stages.

576—Pre-School Education for School Entrance. Four hours.

Emphasis is upon problems connected with the development of the whole child. Case studies are made and materials and equipment for work and play are investigated. Activities are planned to develop readiness for school. Observation in the Demonstration School is required.

578—Art in Child Development. Four hours.

Art is considered an integral part of child growth and is intimately related to the social studies curriculum of the elementary school. Opportunity is provided for creative aspects of learning and for the evaluation of experience.

590—Methods and Techniques of Counseling. Four hours.

Prerequisite: Education 506.

This course is designed to acquaint the guidance worker with the basic fundamentals of counseling and interviewing. It will include a resume of both old and new methods and techniques used in counseling such as the directive and non-directive methods, the counseling relationship, a brief survey of diagnostic and remedial techniques used for dealing with the problems of the individual, and other topics such as preparation for the interview, recording the interview, and the follow-up.

591a, b, c—Supervised Practice Counseling. Two hours each.

A supervised practicum in counseling that gives the advanced student an opportunity to get needed experience under close supervision. The types of experience will vary with the individual student. Students will be provided experience in actual counseling, handling cases, writing case studies, administering, scoring, and interpreting individual and group tests as they are utilized in the counseling sessions, and other similar activities as they are related to the counseling process. This course is usually taken at the end of the student's training program. Assignment of hours and responsibilities will be arranged with each student. Registration only by permission of the instructor.

592—Use and Interpretations of Tests in Guidance. Four hours.

Prerequisite: Education 506.

This course is designed to provide the counselor with the means of securing, recording, and using data concerning the individual being counseled in the guidance program. Selection, administration, and interpretation of tests, inventories, rating scales, and other techniques for guidance purposes will be stressed. Practical experience will be given in using tests of intelligence, achievements and aptitudes, personality and interest inventories, and other devices for measurement.

593—Analysis of the Individual. Four hours.

Prerequisite: Education 506.

A study of the methods and techniques, used by guidance workers, in helping individuals evaluate themselves. The course will include topics such as the case study, questionnaire, autobiography, rating scale, cumulative record, and other non-testing techniques. (Analysis of the individual through the use of tests is considered in Education 592 and 598). Methods of collecting, assembling, and using the information will be considered.

594a, b—Advanced Guidance Research Seminar. Two hours each.

Qualified students undertake research in the guidance area. An opportunity is provided to engage in special research problems faced by counselors, teachers, and administrators in this field. Assignments of problems, hours of credit, time of seminar meetings, and individual conferences will be arranged with each student. Registration only by permission of the instructor.

596 a, b, c—Field Work in Guidance. Two hours each.

A practical course in which students specializing in guidance are given the opportunity to obtain experience in agencies that provide guidance. The nature of the experience may consist of general observations or of extensive work in a particular activity such as counseling, interviewing, testing, case study development, etc. Assignment of hours and responsibilities will be arranged with each student. Registration only by permission of the instructor.

598—Individual Testing for Guidance Workers. Four hours.

Prerequisite: Education 506 and 522, or 590, or 592.

The purpose of this course is to equip the teacher and the guidance worker to administer the better intelligence tests and to interpret and apply these test results. Proficiency in using the Stanford-Binet and Wechsler-Bellevue intelligence tests is to be achieved, and the application of such test results for diagnosing difficulties in scholastic achievement and personality adjustment, and for student classification and vocational guidance are emphasized. The course also seeks to develop a reasonable familiarity with the use and interpretation of some of the better clinical tests of the individual's patterning of personality traits and needs as an indispensable basis for sound diagnostic and guidance counseling.

Background courses recommended: Psychology 65, 116, 119, 132 and Education 136, 169, 512, 532, and 574.

(Note: The courses in guidance, Education 136, 506, 522, 572, 590, 591, 594, 596 and 598 are being offered to meet the minimum state requirements for those desiring to become counselors).

All undergraduate courses that may be allowed for graduate credit are numbered in the 400's when taken for graduate credit. All graduate courses are numbered in the 500's and may NOT be taken by undergraduates.

The undergraduate courses listed below, numbered in the 400's may be taken also by graduate students with special permission from the Dean of the Graduate School.

403—Social Studies in the Elementary Grades. Four hours.

Prerequisites: Psychology 116, Education 66, Fine Arts 25 and 26.

Place of the social studies in the integrated curriculum. Objectives and content of the social studies; areas and sequences of units; the selection and evaluation of social studies; units for grades 1-6 inclusive. Observation will be done in the Demonstration School.

407—Reading and Language Arts in the School. Four hours.

The first half of the course deals with basic reading problems in the elementary grades, reading readiness, initial instruction in reading, vocabulary and word recognition techniques; reading interests and tastes and the appraisal of reading abilities. The second half of the course is given to the aims and problems of the language arts in the elementary grades; the creative aspect of English, the value of dramatization in teaching English; sentence structure; and the elimination of errors of speech. Special emphasis on spoken English and activities for writing English in the grades.

408—Diagnostic and Remedial Reading. Four hours.

Prerequisite: Education 107.

Emphasis in this course is placed on materials of instruction and the diagnosis and remedial treatment of difficulties in reading in the elementary school. Lectures and demonstrations by the instructor and reading and observation by students. Special emphasis is placed on practices suitable for typical classroom situations. A well-equipped laboratory with the finest instruments available is provided.

410—Clinical Procedures and Case Study Techniques in Reading. Four hours.

Prerequisite: Education 108.

This is a specialized course in diagnostic and remedial reading with emphasis upon educational and psychological testing and the analysis of reading difficulties. Students who enroll for this course will serve as clinical assistants in the administration of tests and in doing remedial work in the Reading Clinic.

417—Methods and Materials in Children's Literature. Four hours.

Reading in mythology, legend, history, biography, fiction and poetry. Narrative and dramatic presentations. Comparative editions, graded bibliographies, and standard practice in building a collection of books for children.

439—Social Psychology. Four hours.

In this course man will be considered in his social inclinations and relationship—his reactions to and his influence upon others. The following questions will be studied: Customs, social interactions, crowd behavior, propaganda, etc.

Prerequisite: Psychology 65.

443—Methods and Materials in the Elementary Grades. Four hours.

The aim of this course is to study critically and fundamentally the methods of instruction in the different elementary subjects. Attention will be concentrated upon approved techniques in the light of research in the following fields; language arts, social studies, number relationships, handwriting and spelling. Observation and demonstration teaching will be made an integral part of the study of each field in the Demonstration School and in the Reading Clinic.

450—Education of the Mentally Handicapped. Four hours.

A study of the social, emotional and learning characteristics of mentally handicapped children, methods of diagnosis and differentiation; educational organization and teaching techniques employed for their rehabilitation. Instructor's approval required for admission to class.

454—Reading in the Secondary School. Four hours.

A course designed to acquaint the secondary teacher with a developmental high school reading program with emphasis on the basic skills in reading. Corrective practices and materials will also be discussed.

462—Curriculum of the Secondary School. Two hours.

The historical background necessary for an understanding of the present day curriculum, its meaning and scope; resources for curriculum development; issues; experimental practices with integrate, functional, and core curriculum.

Prerequisite: Education 113.

463—Current Curricular Organization and Its Improvements. Two hours.

A study of specific trends and considerations in the subject-matter division of the high school curriculum. This course normally follows Education 162, the order may be reversed if it better meets the convenience of the student.

464—Student Activities in Secondary Schools. Two hours.

Consideration is given to the general nature and organization of the program popularly known as extra curricular activities. The major emphasis is laid upon the various activities that constitute an activity program in a modern high school.

469—Tests and Measurements. Four hours.

A study of certain typical standardized tests, the organization and the use of the informal objective tests, diagnosis and remedial measures. Laboratory work in Demonstration School.

488—Experimental Educational Psychology. Four hours.

Prerequisite: Psychology 65 and 119.

The purpose of this course is to acquaint the student with the nature of actual investigations of school problems and to give him command of the basic methods and means, through actual practice, of conducting such investigations.

491—Abnormal Psychology. Four hours.

A course planned primarily for psychology majors, pre-medical students, and those who intend to enter the legal profession, the ministry, social service work, or teaching. It deals with abnormalities of human behavior. Some provision is made for studying cases in state hospitals. The student should have a rather good background in psychology before he undertakes this course.

496—Clinical Psychology. Four hours.

The psychological case-study method, including the use and importance of historical information, the contribution of clinical tests in personality diagnosis, and a general survey of prevention and treatment techniques, including an introductory treatment of the several methods of psychotherapy.

Prerequisite: Twelve hours of psychology, including 65, and permission of the department head or instructor.

497—Organization and Administration of Special Education. Four hours.

The course provides a general background in the areas usually included in special education: The mentally handicapped, the mentally gifted, the physically handicapped, the auditory handicapped, the speech handicapped, the visually handicapped, and the socially and emotionally maladjusted. Careful study is given to the problems of establishing and carrying on in public schools special education services for the exceptional child.

DIVISION OF ENGLISH

608—**Materials and Methods of Research.** Two hours.

Required of English majors.

580—**Tutorial in English and Germanic Philology.** Four hours.

504—**Seminar in the Teaching of Composition.** Four hours.

503—**Modern English Usage.** Four hours.

502—**Anglo Saxon.** Four hours.

The Old English language, with some attention to the development of Modern English; translations of Old English poetry, including *Beowulf*.

488—**Chaucer.** Four hours.

An introduction to the language and art of Chaucer, with particular attention to the Prologue and selected *Canterbury Tales*.

487—**Milton.** Four hours.

A careful study of the principal writings of Milton, including *Paradise Lost*, some of the minor poems, and selections from the prose.

486—**Seventeenth Century Lyric and Satire.** Four hours.

An examination of representative selections from the major English poets, excluding Milton, from Donne to Dryden.

485—**Literature of the South.** Four hours.

A historical and critical survey of Southern Literature from its beginning to the present.

484—**Seventeenth Century Prose.** Four hours.

An examination of representative selections from the major English prose writers of the period, excluding Milton, from Bacon to Dryden.

483—**Modern Drama.** Four hours.

A study of European and American drama of the late nineteenth and early twentieth centuries, including Ibsen, Shaw, O'Neill and others who exemplify modern trends.

482—**Modern Novel.** Four hours.

Selected readings in the European and American novel since 1900. This course is designed to give the student an introduction to the materials and methods of modern fiction, with particular emphasis upon the techniques of composition and evaluation.

479—**Introduction to Drama.** Four hours.

Representative plays selected from Greek comedy and tragedy, Roman comedy, early English, Elizabethan, Jacobean, Restoration, and the eighteenth century.

447-449—**Eighteenth Century Poetry and Prose.** Eight hours—4-4.

A survey of English poetry and prose (excluding the novel) from Dryden to Burns, with primary emphasis upon the work of Dryden, Swift, Pope, Johnson, and Boswell.

444—**Readings from World Literature.** Four hours.

Careful and critical reading of selected masterpieces from world literature.

443-445—**Literary Criticism.** Eight hours—4-4.

Intensive study of the literary theories of selected critics from Plato to T. S. Eliot. Emphasis in the course is upon the influence of these theories upon the writers of England and America.

430-431-432—**Tutorial in Comparative Literature.** Twelve hours—4-4-4.

429—Sixteenth Century Literature. Four hours.

A careful reading of representative selections of prose and poetry by the more important English writers of the period. Emphasis on major literary developments in Elizabethan prose and poetry.

427—The English Novel. Four hours.

A study of the English novel from its beginning to the twentieth century.

424—Shakespearean Tragedy. Four hours.

Careful reading of the great tragedies, their interpretation, and Shakespeare's place in world literature.

Prerequisite: English 123.

410-412—Major American Writers. Eight hours—4-4.

Selected reading in American literature from Franklin to Henry James. Emphasis in the course is upon complete texts rather than upon anthology selections.

DIVISION OF GEOLOGY

454—Problems in Marine Sedimentation. Four hours.

Taught at Gulf Coast Research Laboratory. A study of present marine sedimentation along the Gulf Coast. Accumulated results of study will be used from year to year. (Permission to register must be secured from the department head.)

DIVISION OF HEALTH AND PHYSICAL EDUCATION

540—Problems of Administration in Health, Physical Education, and Recreation. Four hours.

Objectives, selection and care of equipment, school and community organizations, facilities, budget, and finance, educational publicity.

542—Problems of Curriculum in Health and Physical Education. Four hours.

Fundamental basis and principles of curriculum construction, analysis of activities for teaching purposes, program planning.

544—Foundations and Trends in Health and Physical Education. Four hours.

Functions and principles as determined by history, biology, and Psychology.

545—Problems in Recreation. Four hours.

Special problems in Recreation will be given primary attention. These include small town recreation, the school and recreation coordinating community recreation services, field trips, and public relations, program planning for given situations, and survey for recreational needs.

546—Advanced School Hygiene. Four hours.

Objectives: Health service, plant and equipment, meeting community needs, utilizing community resources, health instructions.

Prerequisite: Adequate background in science.

548—Seminar in Health and Physical Education. Two hours.

Discovery and recognition of problems, evaluation of problems and procedures, types and techniques of research.

The courses listed below numbered in the 400's, may be taken also by graduate students with special permission from the Dean of Graduate School.

HEALTH

425—Problems of Child Health. Four hours.

Prerequisite: Health 79.

Child safety, nutrition, diseases of children, mental health of children, growth.

431—Sanitation Four hours.

Problems of sanitation in the home and school; in food producing and handling, water supply, waste and excreta disposal. Based on an understanding of general biology.

433—First Aid. Two hours.

Standard first aid as approved by the American Red Cross.

435—Safety Education. Two hours.

A study of the general program of safety education in public schools with special reference to the selection and organization of materials including the methods and techniques of instruction. Visual aids, safety projects, special programs, and the utilization of agencies outside of school are emphasized.

443—Advanced First Aid. Two hours.

Prerequisite: Health 433.

Red Cross Certification granted for instructors.

451—Marriage Problems and the Family. Four hours.

This course is designed to give the student a better understanding of the factors that contribute to success and happiness in marriage. Preparation for marriage, marriage adjustment, family functions and situations, and factors making for successful family living are emphasized.

This course is the same as Home Economics 151 and Sociology 151.

452—Physiology of Exercise. Four hours.

A study of the physiological changes which occur in the body during muscular activity. Based on a general understanding of the human body.

454—Health Education. Four hours.

Using community resources and community organization. Coordinating the school program with the community program. Special emphasis on materials and techniques for elementary schools.

455—Health Education for High School Teachers. Four hours.

Materials and techniques for high school teachers of health. Conducting the school health program at the secondary level.

466—Anatomy of Muscles, Joints, and Bones. Two hours.**492—School Health.** Four hours.

Organization and operation of a school health program.

494—Tests and Measurements in Health and Physical Education. Four hours.

(Open to qualified seniors and graduates.) Tests in health, fitness, strength, skill and abilities. Administration and interpretations.

496—Marriage and Family Life. Three hours.

Physical and emotional basis for successful marriage and parenthood.

498—Child and Adolescent Dynamics. Three hours.

Problems growing out of the emotional needs of the developing child; the parent's responsibility and the teacher's responsibility for meeting sex education.

PHYSICAL EDUCATION

422—Techniques of Teaching Rhythmics. Two hours.

Prerequisite: Some knowledge of music.

449—Physical Education in the Elementary School. Four hours.**451m-w—Physical Education in the High School.** Four hours.**452—Physiology of Exercise.** Four hours.

A study of the physiological changes which occur in the body during muscular activity.

455m-w—Techniques of Officiating Sports. Four hours.**481m-w—Preventive and Corrective Physical Education.** Four hours.**482—Kinesiology.** Four hours.

Prerequisite: Biology 37, 38, 39 and 136.

This course is designed primarily for majors in health and physical education. A careful study will be made of the principal bones of the body and the origin, insertion and function of the principal body muscles.

487—Theory of Teaching Swimming and Diving. Two hours.

Prerequisite: Physical Education 125 or equivalent.

490—Organization and Administration of Health and Physical Education. Four hours.**495 a, b, c—Coaching the Minor Sports.** Two hours each.

Coaching of tennis, golf, track and field, badminton, volleyball, gymnastics, boxing, wrestling.

RECREATION

433—Camp Counseling and Administration of Camping. Two hours.

This course deals with the development of skills in the technique of camp leadership and administration.

440—Recreation Leadership. Four hours.

Each student will have an opportunity to develop his individual personality and competency in leading recreational activities.

448—Recreational Music. Two hours.

This course will approach music from the recreational possibilities in developing group singing, novelties, concerts, home-made instruments, etc.

469—Recreation Skills. Four hours.

Two theory periods and two 2-hour laboratory periods per week.

A course in which the different craft media will be adapted to use in recreation programs. Included will be making of game equipment, dramatic properties, hobbies, decorations, and other related craft.

491—Administration of Recreation. Four hours.

This will deal with official, voluntary, and private organizations and special consideration will be given to legal aspects, personnel, facilities, finance, program and public relations.

DIVISION OF HOME ECONOMICS

HOME ECONOMICS EDUCATION

600—Supervision of Home Economics. Four hours.

Designed for high school Home Economics teachers interested in the student-teacher program. The course stresses the supervisory practices and procedures for promoting student-teacher growth and development. Supervisory problems in guidance of students for Homemaking teachers will be included.

602—Home Economics in American Education. Four hours.

This course is a brief survey of Home Economics in American Education. It is designed to give understanding of the trends and issues in curriculum development, instruction, guidance, supervision, administration and research in this field.

604—Curriculum Problems in Home Economics. Four hours.

A course for teachers which deals with problems in curricula making. It will include the place of Homemaking in the total school curriculum, as well as the curriculum for that specialized area. Opportunity will be given for students to work out practical problems relating to their local schools.

608—Seminar in Home Economics. Two to six hours.

Seminar Problems may be taken for two, four, or six quarter hours of credit.

610—Home Economics in Higher Education. Four hours.

Home Economics at the college level will be studied with special reference to that of the Junior College. Problems in development of the curriculum in college instruction, in guidance of students, in administrative problems and in evaluation of a department will be considered.

612—Special Problems in Home Economics. Two to six hours.

Students will be encouraged to choose for investigation research problems which are pertinent to their situation.

650—Early Marriage Adjustments. Four hours.

Deals with the social-psychological aspects of the pair relationship during engagement and early marriage. Emphasis will be placed on interaction and communication as the pair faces the determining of family goals, the use of resources, planning for the family, and living together.

A study will be made of college marriages.

Prerequisite: Permission of the instructor.

651—The Family in the Community. Four hours.

Designed to help the teacher better understand the social setting in which their students live and its importance in the development of family living courses to meet student needs.

652—Teaching Family Living on the Secondary Level. Four hours.

A study of the theory, content, and methods of marriage and family life education at the secondary level.

Designed to meet the needs of high school teachers and administrators in this area.

674—Special Problems in:

Two to six hours may be earned in any of the following areas:

- A. Clothing
- B. Household Equipment
- C. Child Development
- D. Nutrition
- E. Housing
- F. Family Living
- G. House Furnishings
- H. Home Management

675—Community Health and Nutrition. Four hours.

The course is planned to give insight and understanding of the relation of the development and training of pupils enrolled in classrooms to conditions and facilities of their community. Health will be discussed not only from the physical aspects of the individual, but from the mental, social, economic, and spiritual requirements necessary for wholesome development. Students will be expected to make a survey of the health facilities of their community and study methods for determining the nutritional status and food habits of pupils in a classroom. Each student will prepare an original paper on a problem in this field in which she has a special interest.

677—The Nutrition of Children. Four hours.

The course will deal with the application of the basic principles of nutrition in the growth and development of children, beginning with birth and continuing through early childhood, school age, and adolescence to maturity. Methods of studying visible and invisible growth, of recognizing hidden hunger and arrested development will be explored; the relation of nutrition to the mental, social, and emotional development of the individual will be considered; also the factors influencing food practices in families. The course will include some guided observation of children in assigned periods.

The following advanced courses in home economics for undergraduates, taught by the members of the graduate faculty, may also be taken by graduate students with special permission from the Dean of Graduate School and the Head of the Division of Home Economics.

400—Teaching Homemaking to Adults. Five hours.

Prerequisite: Home economics 180.

A study of the adult homemaking program with experiences which will help to effectively participate in it. Special problems will be included on the graduate level.

420—Advanced Child Development. Four hours.

Prerequisite: Home economics 138.

This course is for students interested in further study of pre-school children and in developing techniques and accepting full responsibilities in the daily activities of the nursery school.

Special Problems will be included on the graduate level.

442—Experimental Foods. Four hours.

Prerequisite: Home Economics 85.

Elementary research to determine factors affecting standard products. Experimentation in preparation, ingredients, methods of cooking, temper-

ature and utensils used. Special Problems will be included on the graduate level.

444—The School Lunch. Four hours.

Prerequisite: Home Economics 85.

Actual experience in menu planning and large quantity food preparation for school lunch room; food buying and serving. A study of equipment and organization for school lunch rooms. Special Problems will be included on the graduate level.

451—Marriage and The Family. Four hours.

This course is designed to give the student a better understanding of the factors that contribute to success and happiness in marriage. Preparation for marriage, marriage adjustment, family functions and situations, and factors making for successful family living are emphasized. Special Problems will be included on the graduate level.

476—Diet in Disease. Four hours.

Prerequisite: Home Economics 135 or the equivalent.

A study of diseases which are influenced by diet and the dietetic treatment of these diseases. Special Problems will be included on the graduate level.

478—Advanced Nutrition. Four hours.

Prerequisite: Home Economics 135 or the equivalent.

Required for institution management majors. A study of current literature to determine the newer findings in the nutritional field. Each student will be required to carry on experiments for the purpose of serving the effects of malnutrition. Special Problems will be included on the graduate level.

DIVISION OF MATHEMATICS

600—Advanced Calculus. Four hours.

Prerequisite: Mathematics 175, 176, 177.

This course is a basis for any graduate work in Pure and Applied Mathematics. It is especially beneficial to senior high school and to junior college teachers of Mathematics.

602—Introduction of Higher Geometry. Four hours.

Prerequisite: Mathematics 75, 175, 178.

Generalization of Geometrical concepts, treated principally from the analytical standpoint.

603—Teaching of Algebra and Geometry. Four hours.

A study of modern methods of the teaching of high school and junior high school algebra and geometry. This course is intended for graduate students who have taught or are teaching.

604—Field Work in Mathematics. Four hours.

Application of mathematics to situations outside of the classroom. This course will be an aid to teachers of mathematics from grade five through junior college. Most of the work will be done by groups outside of the classroom.

605—Professional Subject Matter. Four hours.

Prerequisite: Mathematics 75 and 175.

Simplification of high school mathematics by introducing elementary topics from calculus and analytic geometry into high school algebra and geometry.

606—The Teaching of Geometry. Four hours.

A study of modern methods of the teaching of high school and junior

high school geometry. This course is intended for graduate students who have taught or are teaching.

607—Materials in the Teaching of Mathematics. Four hours.

A study of materials to be used in the teaching of high school and junior high school mathematics, dealing with recreation, applications, history, evaluation, and multi-sensory aids. This course intended for graduate students who have taught or are teaching mathematics.

The courses listed below numbered in the 400's may be taken also by graduate students with special permission from the Dean of Graduate School.

420—Elementary Statistics. Four hours.

Prerequisite: Mathematics 21 or 31.

A study of statistical series, frequency distributions and their analyses, measures of central tendencies, dispersion and skewness, trend, seasonal and cyclical variation; linear correlation, the normal curve, index numbers, graphic presentation of data, statistical tables, collection of data and theory of sampling.

438—The History of Mathematics. Four hours.

445—Statistics. Four hours.

Prerequisite: Mathematics 120 and 176.

Average dispersions, skewness, regression lines and planes, simple correlation, linear and non-linear trends and normal curve.

480—The Theory of Equations. Four hours.

Prerequisite: Mathematics 175.

482—Analytical and Applied Mechanics. Four hours.

Prerequisite: Mathematics 177 and Physics 82.

A study of vectors, concurrent forces, coplanar forces, resultants, equilibrium, forces in space, moments of inertia, center of gravity, hydrostatics, momentum, work, kinetic energy, and dynamics of a rigid body.

485—Differential Equations. Four hours.

Prerequisite: Mathematics 177.

Simple types of ordinary differential equations of the first and second order, linear equations with constant coefficients, applications to geometry and physics.

DIVISION OF MUSIC

521, 522, 523—Analytical Technic. Two hours each quarter.

A graduate course in the technic of harmonic and contrapuntal analysis.

524, 525, 526—Pedagogy of Theory. Two hours each quarter.

A course in the teaching of theory for the graduate student.

527, 528, 529—Music Literature. Four hours each quarter.

Advanced work in various fields of musical literature with special emphasis on the style-analysis and the performance of music of all periods by members of the class.

530, 531, 532—The Psychology of Music. Two hours each quarter.

This course is designed particularly for teachers and prospective teachers of music. Its aim is to present material from the science of psychology which leads to an understanding of individual differences in musical capacities and concomitant applications in teaching. As a basic course it deals with the fundamentals which are essential to an understanding of current psychological Test and Measurements in Music.

533, 534, 535—Graduate Seminar in Music Education. Two hours each quarter.

The major for those registered for the Master's degree in Music Edu-

cation. It is also open by permission to other graduate students who are interested in the teaching of music in the University, College, Conservatory or Public School.

This course reviews the current philosophy of education in this country, with special reference to the place of music in the curriculum. It also includes a review and criticism of Music Curricula, and an evaluation of the material and methods of the various types of music schools mentioned above.

In addition, the student will engage in a special study of some problem associated with that aspect of music teaching in which he is most interested. The general work of this course is adaptable to the interest of all teachers of music; the special studies allow a concentration in the field of the student's major activity.

536, 537, 538—Advanced History of Music. Two hours each quarter.

Prerequisite: 73, 74, 75. A seminar course. The various fields of music are covered in detail by means of individual report and papers from members of the class.

SOCIAL STUDIES DIVISION

HISTORY

514A—Methods of Research in History and/or Government. Two hours.

A course in the methods and techniques used in doing research in history or government. All candidates for degrees in teaching the social studies must take this course, and submit a piece of research at the end of the course showing familiarity with the tools of research. This course must be taken during the first quarter of graduate work in the Division of Social Studies. The course is offered every quarter at hours to be arranged. (History 599 if taken before June 1, 1953, was the equivalent of this course, and credit will not be given for both courses. This interpretation does not apply to History 514B, however, or the revised two-hour course History 559 first taught in the summer of 1953.)

514B—Thesis. Eight hours.

A continuation and application of History 514A. A student will work on a thesis with the help of a graduate faculty member. Credit will be withheld until the thesis is completed.

548—Biographical History of the United States. Four hours.

A seminar study of important persons in the history of United States. The particular individuals to be studied will be decided after initial class discussion. Much work will be done individually.

550—United States Foreign Relations. Four hours.

A study of the current problems the United States faces in its foreign policy. The class considers the relations between the United States and each nation or area which presents a problem to the State Department at the time the course is taught. The class investigates the historical background of each problem, examines the possible alternatives the State Department might take, and tries to evaluate them. If time permits, some attention is devoted to the organization of the State Department and the influence of other branches of the government on foreign policy.

552—Seminar in Southern History. Four hours.

A course dealing largely with research in Southern history. Students will be guided in study of particular problems they are interested in individually.

553—The West in American History. Four hours.

An advanced study of characteristics of the frontier, and of the influence of the frontier on American life and culture.

556—English Constitutional History. Four hours.

A course in the development of English political institutions and governmental administration, and in the rise and growth of democracy in England from Anglo-Saxon times to the establishment of the British commonwealth of Nations. Not to be elected after History 190.

558—Problems in Teaching the Social Studies. Four hours.

A course dealing with specific problems teachers enrolled bring in from the field. Students are encouraged to use the course for making detailed plans for later teaching in their teaching positions. Open only to students who have had History 125, and who have had teaching experience in the field.

559—Research in History and/or Government. Two hours.

This is an individualized course in research in history and/or government, to follow History 514A if a student wishes to do further research but does not wish it to be part of a thesis. Each student will prepare an original research paper on some problem, and should have a topic or problem in mind before registering. Offered every quarter at hours to be arranged. Prerequisite: History 514A.

570—A Seminar Study of the Civil War and Reconstruction in American History. Four hours.

Special emphasis is placed on the causes of the Civil War; economic, political, social and psychological aspects of the War; and the effects of Reconstruction on subsequent developments in American history. The student is expected to do a satisfactory piece of detailed original research in some phase of the period covered by the course and to develop some proficiency in the mechanics of writing research papers and historical interpretation.

575—Seminar in Recent European History. Four hours.

A Seminar in recent European and Asiatic developments since 1914. The procedure will be individualized, and each student will do research on an individual topic.

The following advanced courses in history for undergraduates, taught by members of the graduate faculty, may also be taken by graduate students with special permission from the Dean of Graduate School and the head of the Social Studies Division.

428—Early American Foreign Relations. Four hours.

A survey of the foreign policy of the United States from the Revolution to 1898. Particular attention is devoted to the Monroe Doctrine and problems of expansion.

429—Recent American Foreign Relations. Four hours.

A constitution of History 428. Covers the period from 1898 to the present. Special emphasis is given to imperialism, the World Wars, and international organizations as they affect the United States.

438—History of the Old South. Four hours.

A reading, research, and discussion course for students particularly interested in the institutions and customs of the ante-bellum South. Special attention given to slavery, life on the plantation, manners and customs.

440—Civil War and Reconstruction. Four hours.

An intensive study of the period 1861-1877.

441—History of the New South. Four hours.

A study of the history of the South from the end of Reconstruction (1877) to the present. A treatment of the social, economic, cultural, and political developments that have made the South what it is today. Special attention is given to Bourbon rule, the Agrarian revolt, twentieth century southern politics (including the Dixiecrat movement), industrial development, and educational development.

442—Contemporary American History. Four hours.

A study of the history of the United States from 1920 to the present. Special emphasis is reserved for social, economic, cultural and political trends, and developments on the domestic scene in this colorful period of our history. The development of American foreign policy with its world-wide implications is studied, with special emphasis upon current international problems.

460—Greek Culture. Four hours.

A study of the culture of the ancient Greeks, covering the literature, fine arts, politics, religion and philosophy. Special emphasis is given the age of Pericles as the culmination of the culture.

462—Roman Culture. Four hours.

A study of the civilization of the Roman republic and early Roman empire, covering literature, religion, fine arts, philosophy, jurisprudence, administration, and political institutions. The last three topics will be emphasized especially.

464—Middle Ages. Four hours.

An advanced course in European history covering the period from the end of the western Roman Empire to the beginning of the Renaissance.

466—Renaissance and Reformation. Four hours.

An advanced course in European History from the Renaissance to the Treaty of Westphalia in 1648. Particular emphasis is given to art and literature of the period, the rise of capitalism, origins of modern science, the development of Protestantism and the Catholic Revival.

467—Absolutism, the French Revolution and the Napoleonic Era. Four hours.

An advanced course in the social, economic, and political developments in Russia, England, Prussia, Austria and France from 1648 to 1815, with special emphasis upon 18th century philosophy, the "Glorious Revolution" the expansion of the British Empire, the French Revolution, and the spread of democratic ideas by French troops under Napoleon.

468—Nineteenth Century Europe. Four hours.

A study of Europe between the settlement of the Napoleonic Wars in 1815 and the outbreak of the World War in 1914. Special attention is given to the development of the great state, commercial imperialism, and international rivalries.

470—Recent European History. Four hours.

A study of the period from 1918 to the present.

472—The Far East Since 1853. Four hours.

A survey of the lands and people of Eastern Asia and their way of life. This course includes diplomatic relations, cultural movements, nationalism, and economic developments of China, Japan, Southeastern Asia, and the Pacific Islands, and their effect on other areas, from 1853 to the present.

474—Early English History. Four hours.

A survey of ancient and medieval England with emphasis on customs, literature, and institutions. Especially recommended for English majors.

475—Modern English History. Four hours.

A study of England from the time of the Stuarts. Especial emphasis is placed upon the development of political institutions, the industrial revolution, and imperialism.

479—Constitutional History of the United States. Four hours.

A study of the United States' Constitution, of the documents, theories, and forces that led to its framing, and of the customs, interpretations, and amendments that have modified it since it was adopted.

492 a, b—Mississippi Materials. Two hours each.

A series of lectures and discussions to provide teachers with Mississippi illustrations for use in teaching social studies. Many of the lectures are given by off-campus speakers. Since different topics will be emphasized in different years, the course may be repeated once for credit (as "a" and "b") with permission of the instructor.

GEOGRAPHY**500—Seminar in Geography.** Four hours.

Research will be carried on in some pertinent field of geography, the findings to be presented in the seminar.

The following advanced courses in geography for undergraduates, taught by members of the graduate faculty, may also be taken by graduate students with special permission from the Dean of Graduate School and the head of the Social Studies Division.

460—Geographical Influence in American Development. Four hours.

A study of the relation of geography to the exploration, settlement, and political, industrial and social development of the United States.

470—World Political Geography. Four hours.

A study of the world political situation, present and future, as seen from the natural environmental backgrounds.

GOVERNMENT**554—Problems in Mississippi Government.** Four hours.

A course dealing with governmental problems before the Legislature, and proposed changes in government and administration at all levels. Each student will be encouraged to analyze and evaluate the government of his own locality.

714—Mississippi State and Local Government. Four hours.

A detailed study of the state and local government in Mississippi. (Same as Education 714).

The following advanced courses in government for undergraduates, taught by members of the graduate faculty, may also be taken by graduate students with special permission from the Dean of Graduate School and the head of the Social Studies Division.

430—State Government. Four hours.

This course outlines the organization and problems of state government in the United States. The different forms of local government are discussed as part of the state governmental organization rather than as independent institutions. Specific application will be made to the conditions existing in Mississippi, in trying to obtain a true picture of our state government.

435—American Municipal Government. Four hours.

A study of the principles and systems of municipal government, with special stress on revenue, the budget, public safety, city planning, municipal politics, municipal indebtedness and the city as a problem in the government.

450—Comparative Government. Four hours.

A comparison of the American system of government with the principal types of governments, abroad, especially British, French, and Russian types.

457—International Politics. Four hours.

A study of the principles of cooperation among nations, and of the structure of some outstanding international organizations, such as the United States, International Labor Organization, and the League of Nations.

485—International Law. Four hours.

Since the World War, an intimate bearing of international law upon the

peace and prosperity of the world at large has been realized by the general public as well as by statesmen and scholars. Hence the study of the principles of International Law, with special stress on neutrality, methods of warfare, treatment of prisoners of war, maritime commerce, remedial rights and peace treaties.

DIVISION OF SPEECH ARTS

Note: if the candidate has not had sufficient background, he or she might be required to audit certain undergraduate courses.

600—Materials and Methods of Research. Two hours.

By consent of Instructor.

602—Seminar. Two hours.

By consent of Instructor. Consideration of pertinent speech problems as indicated by needs of class.

514B—Thesis. Eight hours.

541—Phonetics. Four hours.

The phonetic approach to the English language.

542—Speech Science. Four hours.

An intensive study of the physical, physiological, biological, and neurological bases of speech.

543—Rhetorical Criticism. Four hours.

An approach to speech criticism involving such steps as the examination of facts, formulation of criteria, and interpretation of the influence of speech in society.

580—Observation in Clinic. One hour.

581—Beginning Clinical Practice. One to four hours.

(Consent of Instructor).

584—Intermediate Clinical Practice. One to four hours.

(Consent of Instructor).

587—Advanced Clinical Practice. One to four hours.

(Consent of Instructor).

The following advanced courses in speech arts for undergraduates, taught by members of the graduate faculty, may also be taken by graduate students with special permission from the Dean of Graduate School and head of the Speech Arts Division.

404—Acting. Four hours.

Training in fundamentals for the stage as exemplified by the educational theatre. Consideration is given to movement, pantomime, and characterization.

405—Interpretation. Four hours.

The fundamental bases of reading form the core of this course. Emphasis is placed upon determining and interpreting thought.

407—Discussion. Four hours.

Theory and practice involving communication and persuasion in face-to-face speaking situations. Emphasis is placed upon use of such techniques in a democratic society. Will include drill in parliamentary procedure.

408—Debate. Four hours.

The basic forms of public speaking are stressed. The original oration receives an adequate apportionment of the student's time. Alternates with 407.

430—Auditory and Speech Mechanisms. Two hours.

Covers the physiology and pathology of the speech and hearing mechanisms.

431—Introduction to Speech Correction. Four hours.

Consideration is given to the need for speech correction, recognition of speech handicapped, understanding the speech handicapped, and organizing therapy for articulatory disorders.

432—Speech Correction. Four hours.

Such speech disorders as voice, stuttering, cleft palate, speech and cerebral palsy speech receive attention.

433—Audiometry and Hearing Aids. Four hours.

The testing of hearing. The interpretation of various types of audiograms is stressed. Hearing aids are studied.

434—Auditory Training. Two hours.

Help is given teachers concerning programs for children with varying degrees of hearing loss.

435—Teaching Speechreading. Two hours.

Includes the principles of teaching speechreading and preparation of speechreading material.

451—Directing. Four hours.

Solving problems of directing for the theatre. Special projects will be completed. This course alternates with 453.

453—Advanced Acting. Four hours.

Adaptation to the particular problems of the individual students. An evaluation will be made of the historic and contemporary theories and methods of acting. Alternates with 451.

457—Teaching Speech in the Elementary School. Four hours.

Methods and materials for various speech activities such as story telling, puppetry, creative dramatics, reading, and discussion. Curriculum planning receives attention.

458—Teaching Speech in the High School. Four hours.

Methods and materials for speech in junior and senior high schools. Various curricular are examined. Competitive interscholastic speech contests are reviewed in the light of modern usage.

459—Methods in Speech and Hearing. Four hours.

Methods and materials for teaching the defective who is handicapped with speech and/or hearing disorders. Organization of Clinic is stressed.

462—History and Criticism of American Oratory. Four hours.

A study of those speakers of the world whose speeches have been important in the advancement and development of civilization.

463—Public Address. Four hours.

The longer forms of public speaking receive attention. Special types of speaking are analyzed. Students contact rhetorical criticism.

SECOND YEAR GRADUATE WORK

700a, b, c—Administrative Supervision. Two hours each.

A seminar in supervision for the in-service superintendent which deals with the principles, nature and procedures in supervision. Then by use of the seminar method and the use of staff members, from the elementary and secondary departments of the graduate division, criteria will be developed in an attempt to evaluate teaching efficiency. Then by means of conferences and observation of teachers in action in the classroom, from grade one

through twelve, in the college demonstration school, as well as cooperating city schools, the in-service superintendent should gain an insight into proper preparation needed on the part of the teacher as well as the trained skill needed to provide an excellent teaching and learning situation within the classroom.

702—Field Study. Eight hours.

A seminar course which uses methods and techniques developed in educational research. All candidates for the Master of Education degree must take this course and submit a written study relating to some pertinent field problem relating to public school education.

704—School-Community Relations. Four hours.

A study of the public relations problems faced by the in-service superintendent in the field. It is intended to give administrators a fundamental understanding of the role of public relations as it pertains to reports to parents, and acquainting the community with the needs, accomplishments, aims, and purposes and methods of the school.

706—Administration of School Buildings and Grounds. Four hours.

A course particularly designed for the local Superintendent. This course deals with various problems encountered in the determining of school housing needs. It deals with the early survey of needs as they apply to educational specifications, the employment of the architect, finance, determining the site, approval of preliminary plans and specifications, determining the equipment needs, approval of final plans and specifications, awarding the contract, construction procedures, accepting, equipping and occupying the building, and the care of school grounds.

708—Administration of Pupil Personnel. Four hours.

A course stressing the administrative relationship involved in developing satisfactory methods of reporting pupil progress to parents, and administering a plan for classifying pupils, evaluating pupils progress, and the promotion of pupils.

710—School Law. Two hours.

This course will offer an opportunity for the school administrators to study the school laws of the State of Mississippi to acquaint themselves with legal aspects of school income, legal responsibilities for injury of pupils either while transported or on the school grounds, the legal responsibility of keeping the census and enforcing school attendance, as well as the legal requirements of teaching certain subject matter, etc.

712—Public Speaking. Two hours.

A course involving the development of proper speech habit, voice modulation, posture, and proper delivery. Emphasis placed upon organization of talks dealing with public relations topics affecting the school program.

714—State and Local Government. Four hours.

A course which outlines the organization and problems of state government. Specific application will be made to the conditions existing in Mississippi as they deal with the powers and duties of the various state and local officials as they relate to the operations of the public schools.

716—History of Public Education in the United States. Four hours.

A survey of the development of elementary and secondary education in the United States with special emphasis on the nineteenth and twentieth centuries.

718—Comparative Philosophies of Education. Four hours.

A study of issues in educational philosophy. The major works of contemporary educational philosophers will be critically reviewed in an attempt to understand conflicting viewpoints.

REGISTER FOR 1951-52

DEGREES GRANTED

May 25, 1952

MASTER OF ARTS

| Name | Major | Home Address |
|-------------------------|---------------------------|----------------------|
| Marvin H. Ball | Sch. Adm. and Sup. | Hattiesburg, Miss. |
| Mrs. Bertha B. Bates | Elementary Education | Bogalusa, La. |
| McCoy Berthelot | Sch. Adm. & Sup. | Port Vincent, La. |
| Raymond Cordell Bush | Sch. Adm. & Sup. | Ovett, Miss. |
| Mrs. Lola Ruth Calcote | Elementary Education | Prentiss, Miss. |
| Edwin Jones Carroll | Sch. Adm. & Sup. | Hattiesburg, Miss. |
| Rebecca Cato | Secondary Education | Hattiesburg, Miss. |
| Wallace M. Clark | Sch. Adm. & Sup. | Collins, Miss. |
| Mrs. Bonnie Lee Clinton | Elementary Education | Hattiesburg, Miss. |
| Robert E. Coghlan | Secondary Ed. (Biology) | Hattiesburg, Miss. |
| James H. Cosby | Secondary Ed. (Spe. Arts) | Hattiesburg, Miss. |
| Donivan S. Cowart | Sch. Adm. & Sup. | Hattiesburg, Miss. |
| James D. Cox, Jr. | Secondary Education | Hattiesburg, Miss. |
| Ferdinand P. Curtis | Secondary Ed. (Soc. Sci.) | Biloxi, Miss. |
| Hannah E. Dobson | Elementary Education | Purvis, Miss. |
| Juanita Durr | Secondary Education | Wesson, Miss. |
| Milton Evans | Sch. Adm. and Sup. | Hattiesburg, Miss. |
| Ruth C. Faulk | Secondary Education | Biloxi, Miss. |
| Wyatt A. Fleming | Sch. Adm. & Sup. | Bogalusa, La. |
| Jimmy H. Ford | Secondary Ed. (English) | Hattiesburg, Miss. |
| Joseph Maury Gandy, Jr. | Health & Physical Ed. | Hattiesburg, Miss. |
| Thomas F. Giles | Sch. Adm. & Sup. | Waynesboro, Miss. |
| Thomas Gipson, Jr. | Health & Physical Ed. | Hattiesburg, Miss. |
| Mary Thornton Gurney | Elementary Education | Hattiesburg, Miss. |
| Richard Heber Herron | Secondary Education | Hattiesburg, Miss. |
| Elijah Hal Jenkins | Sch. Adm. & Sup. | Waynesboro, Miss. |
| J. T. Johnson | Sch. Adm. & Sup. | Purvis, Miss. |
| Mrs. Myrtice Johnston | Elementary Education | Purvis, Miss. |
| Wilbur M. Jordan | Sch. Adm. & Sup. | Hattiesburg, Miss. |
| Ouida Sims Kemp | Elementary Education | Louin, Miss. |
| Henry M. Laird | Sch. Adm. & Sup. | Sumrall, Miss. |
| Vernon Booth Lee | Sch. Adm. & Sup. | Eddiceton, Miss. |
| Winfield F. McNamee | Secondary Education | Hattiesburg, Miss. |
| Mrs. Earline V. Magers | Elementary Supervision | Purvis, Miss. |
| Willard J. Meadows | Secondary Ed. (Spe. Arts) | Hattiesburg, Miss. |
| J. Dunsten Milner | Sch. Adm. & Sup. | Hattiesburg, Miss. |
| Jewel Montgomery | Elementary Education | Hattiesburg, Miss. |
| J. Oscar Murphy, Jr. | Sch. Adm. & Sup. | Petal, Miss. |
| Lucy N. Parker | Elementary Education | Hattiesburg, Miss. |
| Mrs. Dorothy C. Parr | Elementary Education | Bogalusa, La. |
| Evan Lavelle Perritt | Sch. Adm. & Sup. | Tylertown, Miss. |
| Havel Bledsoe Pridgen | Elementary Supervision | Collins, Miss. |
| Odell Robinson | Sch. Adm. & Sup. | Soso, Miss. |
| Elsie W. Rogers | Elementary Supervision | Seminary, Miss. |
| James W. Rogers | Elementary Education | Laurel, Miss. |
| Annie Jane Smith | Secondary Education | Hattiesburg, Miss. |
| Carnie E. Smith | Sch. Adm. & Sup. | Brookhaven, Miss. |
| John N. Smith | Sch. Adm. & Sup. | Hattiesburg, Miss. |
| Eleanor Annette Statham | Secondary Education | Magnolia, Miss. |
| Ella Mae Stringer | Secondary Education | Columbia, Miss. |
| Maurice Stringer | Sch. Adm. & Sup. | Ellisville, Miss. |
| Vivian Boyce Taylor | Sch. Adm. & Sup. | Ocean Springs, Miss. |
| Merle C. Walker | Secondary Education | Vimville, Miss. |
| William Lee White | Sch. Adm. & Sup. | Brookhaven, Miss. |
| Sam H. Wild | Sch. Adm. & Sup. | Albany, La. |
| Harmel C. Williams | Sch. Adm. & Sup. | Columbia, Miss. |
| Mary B. Williams | Elementary Education | Prentiss, Miss. |
| Nell Marie Williams | Elementary Education | Hattiesburg, Miss. |
| Walter H. Yarrow | Health & Physical Ed. | Hattiesburg, Miss. |

August 6, 1952

MASTER OF ARTS

| Name | Major | Home Address |
|---------------------------|-------------------------------|------------------------|
| Alex Newton Abercrombie | Sch. Adm. & Sup. | Laurel, Miss. |
| Malcolm D. Anderson | Sch. Adm. & Sup. | Kokomo, Miss. |
| Lenora Blanche Bailey | Teaching of Biology | Laurel, Miss. |
| J. W. Ball | Sch. Adm. & Sup. | Foxworth, Miss. |
| Courtland Bishop Barker | Teaching of History | Hattiesburg, Miss. |
| Birdie Buntyn Barnett | Secondary Education | Decatur, Miss. |
| Earl G. Beemon | Sch. Adm. & Sup. | Moss, Miss. |
| Raymond E. Bittle | Sch. Adm. & Sup. | Gulfport, Miss. |
| Cleatis Edral Blevins | Teaching of English | Laurel, Miss. |
| W. Clayton Boykin | Sch. Adm. & Sup. | Burns, Miss. |
| Vera Maydelle Broadway | Elementary Education | Braxton, Miss. |
| Roy Myrle Burkett | Health & Physical Ed. | Crystal Springs, Miss. |
| Annette Bynum | Elementary Education | Saltillo, Miss. |
| Charles N. Cannon | Sch. Adm. & Sup. | McDonald, Miss. |
| Ray Wayne Carpenter | Health & Physical Ed. | New Augusta, Miss. |
| James Otis Cawley | Sch. Adm. & Sup. | Beaumont, Miss. |
| Emily Britton Clark | Secondary Education | Collins, Miss. |
| Vera Frances Cleveland | Secondary Education | Hattiesburg, Miss. |
| Margaret Ann Crary | Speech and Hearing Correction | Pass Christian, Miss. |
| William Franklin Crawford | Teaching of Social Studies | Brookhaven, Miss. |
| Hazel Selby Cruthirds | Teaching of English | Lyman, Miss. |
| Keyes Thompson Currie | Sch. Adm. & Sup. | Meridian, Miss. |
| Edison Alfred Dale | Teaching of Math | New Hebron, Miss. |
| Elizabeth Ann Davis | Health & Physical Ed. | New Orleans, La. |
| Katherine C. DeVan | Elementary Education | Mobile, Ala. |
| John William Duggar | Teaching of English | Laurel, Miss. |
| Edward Eugene Eubank | Health & Physical Ed. | Birmingham, Ala. |
| Eugene B. Flurry | Sch. Adm. & Sup. | Brooklyn, Miss. |
| Lucille Fortenberry | Secondary Education | Bogalusa, La. |
| Romey Odell George | Sch. Adm. & Sup. | New Augusta, Miss. |
| Jack Lewis Gilly | Teaching of History | Laurel, Miss. |
| Andrew Norman Gipson | Sch. Adm. & Sup. | Decatur, Miss. |
| Henry Dee Goodwin, Jr. | Teaching of History | Laurel, Miss. |
| Neva Griffin | Elementary Education | Meridian, Miss. |
| Gerald Emile Guidroz | Sch. Adm. & Sup. | Kiln, Miss. |
| Lilybel Gunn | Secondary Education | Meridian, Miss. |
| Henry Hamilton Hancock | Sch. Adm. & Sup. | Nicholson, Miss. |
| Robert R. Hardy | Health & Physical Ed. | Birmingham, Ala. |
| Charles Richard Hegwood | Health & Physical Ed. | Taylorsville, Miss. |
| Charles David Hendon | Secondary Education | Newton, Miss. |
| Nina M. Hinton | Secondary Education | Hattiesburg, Miss. |
| Will Jacobs, Jr. | Sch. Adm. & Sup. | Liberty, Miss. |
| Mary Carolyn Jenkins | Elementary Education | Hattiesburg, Miss. |
| John H. Jennings | Health & Physical Ed. | Prentiss, Miss. |
| Esther Penelope Johnson | Elementary Education | Petal, Miss. |
| Thelma E. Johnson | Elementary Education | Petal, Miss. |
| Walter Martin Johnson | Secondary Education | Meridian, Miss. |
| Aldolph Ladner | Sch. Adm. & Sup. | New Augusta, Miss. |
| James Archie Lambuth, Jr. | Sch. Adm. & Sup. | Brookhaven, Miss. |
| Louis P. Lence, Jr. | Health & Physical Ed. | Ripley, Miss. |
| Mildred East McCleskey | Secondary Education | Hattiesburg, Miss. |
| Grover Cleveland McKay | Sch. Adm. & Sup. | McLain, Miss. |
| James E. McKay | Sch. Adm. & Sup. | Philadelphia, Miss. |
| Julius Eugene Magee | Secondary Education | Tylertown, Miss. |
| Annette York May | Secondary Education | Jackson, Miss. |
| Willard James Meadows | Speech Education | Ardmore, Tenn. |
| Guy D. Moffett | Sch. Adm. & Sup. | Lucedale, Miss. |
| Verna Oden | Secondary Education | Hattiesburg, Miss. |
| Lanora L. Palmer | Elementary Education | Brooklyn, Miss. |
| Joel L. Patterson | Teaching of History | Hattiesburg, Miss. |
| Lee Carroll Pearson | Sch. Adm. & Sup. | Nicholson, Miss. |
| Jerome Wilson Phillips | Sch. Adm. & Sup. | McLaurin, Miss. |
| Ernest Edgar Polk | Sch. Adm. & Sup. | Mt. Olive, Miss. |
| Joseph Asbury Renfroe | Health & Physical Ed. | Raymond, Miss. |
| Charles Ray Rials | Sch. Adm. & Sup. | Jayess, Miss. |
| Claude Maurice Richardson | Sch. Adm. & Sup. | Meridian, Miss. |
| Mrs. Myrah Norine Riley | Teaching of English | Hattiesburg, Miss. |
| D. W. Salter | Sch. Adm. & Sup. | Perkinston, Miss. |
| Houston K. Seay | Sch. Adm. & Sup. | Pascagoula, Miss. |
| Eddie Joe Sessions | Secondary Education | Union, Miss. |
| Grady Buford Shealy | Sch. Adm. & Sup. | Hillsboro, Miss. |
| Billy Bryan Shirley | Sch. Adm. & Sup. | Quitman, Miss. |
| Carnie E. Smith | Elementary Supervision | Biloxi, Miss. |
| Wheeler Edd Smith | Secondary Education | Philadelphia, Miss. |
| Margaret Stephens Speir | Elementary Supervision | Biloxi, Miss. |

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|--------------------------|------------------------|----------------------|
| Ernest G. Stanley, Jr. | Sch. Adm. & Sup. | Waynesboro, Miss. |
| Richard F. Streiff | Health & Physical Ed. | Long Beach, Miss. |
| Ottis Woodrow Sturdivant | Sch. Adm. & Sup. | DeKalb, Miss. |
| Elinor Landrum Switzer | Elementary Education | Lumberton, Miss. |
| Nolan E. Taconi | Sch. Adm. & Sup. | Ocean Springs, Miss. |
| W. Harris Terry | Sch. Adm. & Sup. | Money, Miss. |
| George L. Tutor | Sch. Adm. & Sup. | Washington, Miss. |
| Dorothy Tyrone | Elementary Education | Prentiss, Miss. |
| William Curtis Waits | Sch. Adm. & Sup. | Webb, Miss. |
| Ruth Fannie Watkins | Secondary Education | Moselle, Miss. |
| John Urban White | Elementary Education | Canton, Ohio |
| Robert Allan Williams | Sch. Adm. & Sup. | Conehatta, Miss. |
| Ted R. Williams | Secondary Education | Hattiesburg, Miss. |
| Troy Lee Williamson | Sch. Adm. & Sup. | Louisville, Miss. |
| Edith Willingham | Elementary Supervision | McComb, Miss. |
| Elizabeth Lane Wood | Elementary Education | Hattiesburg, Miss. |

MASTER OF MUSIC EDUCATION DEGREE

| | | |
|-------------------------|-----------------|--------------------|
| James Augusta Ball, Jr. | Music Education | Columbia, Miss. |
| Winston S. Swinney | Music Education | Poplarville, Miss. |

MASTER OF MUSIC DEGREE

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|-----------------------|-------|-----------------|
| Dale Lavonne Hudson | Piano | Sumrall, Miss. |
| James Kenneth McCombs | Piano | Aberdeen, Miss. |

